LEARNING TO TEACH

A SERIES OF TRAINING MODULES

FOR THE EGYPTIAN TEACHER OF ENGLISH

VOLUME IV

LEVEL FOUR:

MODULES 39 - 50

Prepared by:

CENTRE FOR DEVELOPING
ENGLISH LANGUAGE TEACHING

Ain Shams University, Cairo

In collaboration with:

THE MINISTRY OF EDUCATION

Arab Republic of Egypt

Printed by :

THE EGYPTIAN INTERNATIONAL PUBLISHING COMPANY

LONGMAN

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PREFACE TO THIS EDITION

A number of changes have been made to the original modules at Level Four, to bring them into line with current textbooks and classroom practice. The major changes are:

1. Numbering: the 12 modules are now numbered 39 to 50, because of the deletion of two of the original Level Three modules.

2. The title of Module 41 has been changed from Planning a Week's Teaching to Teaching a Unit, as it was felt that this more closely reflects the format of 'Welcome to English', while emphasising the importance of the overall structure of the book, rather than focussing on individual lessons.

We hope you will find the Modules useful, and we would like to point out that they may easily be adapted for use with teachers of **any** course, not just 'Welcome to English'.

I would like to thank my colleagues on the Modules Working Party, who together are responsible for all the work which has gone into the extensive revisions which have been made to almost all the modules at Level Four. Without the efforts of Mr El Baz Abdel Rahman, Dr Mohamed El Okda, Mr Omar Shawky, Mrs Samia Aziz Nimr, Mr Mohamed Eid, Mr Lotfy Amin, Mrs Hanaa Shaheen, Ms Michelle Ford and Mr William Smalzer, this revised volume would not have existed.

A special word of thanks goes to Mrs Erica Abdel Kader and Mrs Araxy Deronian, for their patience and great care in typing and retyping the drafts for this volume.

Finally, I would like to express our gratitude to the Egyptian International Publishing Company and Longmans, for their generosity in printing this volume and making it available for distribution on such a wide scale.

Peter Foster
Modules Working Party

December 1990

MODULE 39: USING ENGLISH IN CLASS

SESSION ONE

Part One — 40 minutes

Introduction: Using English
Helping the pupils to understand teacher talk

Part Two — 80 minutes

"Social" language
"Organising" language
Activities in the classroom
Reserve activity: Getting pupils to use English

SESSION TWO

Part One — 30 minutes
Advantages of using English

Part Two — 90 minutes

Classroom language - a poor demonstration
Classroom language - a good demonstration
Reserve activity: Teaching practice

CONTENTS

1 Worksheets

There are three Worksheets. Enough copies should be made for every pair of teachers on the course.

2 Handouts

There is one Handout. A copy should be given to every teacher to take away at the end of the session.

There are no OHP Transparencies in this module.

Note: For the teaching practice in Session Two Part Two, teachers will need copies of Welcome to English.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To show teachers the value of using English in class.
2. To make teachers aware of the different occasions when they can speak to their pupils in English.
3. To give teachers a range of English expressions which they could use in their own classes.

Most teachers agree that it is important to use English as much as possible in English lessons. In reality, however, "classroom English" is often limited to a few set instructions and the language contained in the textbook itself.

This module aims to show teachers that there are many opportunities to use simple English in the course of a lesson, and that taking these opportunities will make a great difference to pupils' motivation and ability to use the language. English can be used not only directly in teaching the lesson, but also for "chatting" to pupils, organising activities in the class, and moving from one stage of the lesson to another.

This module focusses on ways of using English in different parts of the lesson, and so is not primarily concerned with teaching techniques. However, the module refers to a number of techniques and activities which are dealt with more fully in other modules, especially:

Presenting Vocabulary (1) (explaining the meaning of new words)
Homework (21) (setting and marking homework)
Correcting Errors (30) (praising and correcting pupils)
Role-Play (43) (setting up situations for role-play)

SESSION ONE PART ONE 40 minutes

INTRODUCTION

1. Ask the questions below and try to elicit from the teachers the answers suggested. Encourage teachers to give their own ideas.

.1 How much of the lesson should the teacher conduct in English?

i) As much as possible, provided that the pupils understand what is being said.

ii) Although it is best to use English in class, teachers should not feel that they must use English all the time. Obviously, it can sometimes be useful to use Arabic, but only when absolutely necessary.

.2 What opportunities are there for using English in class?

i) English can be used in teaching the lesson itself - e.g. giving examples, "setting the scene" for a text or dialogue, asking questions, etc.

ii) English can also be used for the activities which "surround" the lesson, but which are not actually part of teaching the lesson - e.g. checking attendance, telling pupils where to sit, "chatting" to pupils, controlling the class.

2. Discuss why it is important for the teacher to use English as much as possible in class.

Make these points:

.1 If the teacher uses English in class most of the time, the pupils will develop their ability to listen (and respond) to natural spoken English. This will help them to "pick up" words and expressions beyond the language of the textbook - that is, "passive vocabulary".

.2 In the lesson itself, the language used is usually unnatural and artificial. But the situations that occur in the classroom (e.g. a pupil arriving late, someone forgetting a book) give an opportunity for real, natural English to be used. The teacher should try to take advantage of this. If the teacher uses English to say real things to the class, it will give language which is used for communication, and not just a language that belongs to the textbook.

HELPING THE PUPILS TO UNDERSTAND TEACHER TALK

Emphasise that using English is only of benefit to the pupils if they understand what the teacher says; unless they can understand easily, they will lose interest and stop listening. (Refer teachers to Modules dealing with specific activities, as mentioned in General Notes for the Trainer, page ii.) So teachers should always be careful to speak in such a way that the pupils can follow.

Show how this can be done by giving two short demonstrations:

Demonstration One

1. Give instructions on how to perform a pairwork activity. You need not use the exact words below, but speak in such a way that teachers will not easily understand (use no gestures, speak quickly, etc.).

Now choose someone you can work with, either the person sitting on your right or the person sitting on your left, but not the person in front or behind. Ask the person what he or she did during their last holiday and as the person speaks, interrupt, asking for clarification. For example, you could say, "Excuse me, could you say that again?" or "I didn't understand that", and so on.

2. After the demonstration, ask teachers how well they understood. They will probably have only a general idea of what you were saying.

Demonstration Two

1. Now give the instructions again, but this time, do everything you can to help the teachers understand. Use simple short sentences; use gestures; repeat things; speak slowly; ask teachers to give you a summarised explanation in English.

e.g. Now, choose someone to work with you. Choose one person, sitting on your right or your left. Don't choose a person sitting in front of you, or behind you. So, either on your left or your right, not behind or in front. Now, ask the person what he or she did, during their last holiday. What they did, during their last holiday. While they speak, you interrupt, to ask for a clearer explanation. You want a clearer explanation, so you say "Excuse me, could you say that again?" or "I didn't understand that," and things like that.

2. After the demonstration, ask teachers how well they understood. If you have been successful, they should have understood everything you said.

Ask them how you made the explanation easier to understand.

Establish that:

i) You spoke slowly and clearly, with repetitions, and used simple words and structures;

ii) You used gesture and mime to help show what you meant;

iii) You checked that teachers understood by asking <u>them</u> to explain in English.

You could also have used techniques such as:

i) using simple blackboard drawings;

ii) repeating difficult words in Arabic, <u>if absolutely necessary</u>;

etc.

END OF PART ONE

SESSION ONE PART TWO

80 minutes

ACTIVITY ONE: "SOCIAL" LANGUAGE

1. Point out that it is not necessary to go straight to the textbook at the beginning of a lesson. Instead, the teacher can spend one or two minutes "chatting" to the class. With second or third year pupils, this can be done in English.

Demonstrate how a teacher might begin a lesson in this way. Ask the teachers to imagine they are a third-year class. Follow these steps:

.1 Greet the whole class, then greet one or two pupils, calling them by name.

.2 Ask a few questions, getting either chorus responses or answers from different pupils, and make comments yourself:

e.g. How are you today? And you, Mahmoud? Are you all happy this morning? I feel very happy. Did you have breakfast this morning? What did you eat? I had a nice breakfast, I had beans and eggs and some tea.

After the demonstration, discuss what you did. Ask the teachers: What is the purpose of "chatting" in this way to the class?

Answer: i) It gives real language practice, and creates an "English language" atmosphere.

ii) It establishes <u>contact</u> with the class, and helps the pupils to feel <u>relaxed</u> and ready to learn.

Point out that language of this kind is sometimes called "sociating", because its purpose is to establish social contact. We naturally use this language when we meet a friend or have a business appointment; it is just as important to use it when we face a class of pupils.

2. Elicit from the trainees ideas for occasions on which they can "chat" to pupils. If they do not provide enough examples, the following are possibilities:

Activities of previous evening, day
Planned activities
A recent sports event
A local film
A television programme, yesterday or tonight
The lesson(s) before or after the English lesson
A birthday, etc.

3. Divide teachers into groups of four or five. Ask each group to prepare for one or two minutes' "chat" in English which they could use in a second or third year class. If possible, they should try to think of interesting and unusual questions and comments.

4. Ask one teacher from each group to demonstrate the "social" language they thought of. The other teachers act as a class. After each demonstration, discuss with the teachers how successful it was.

Points to watch for:

i) The teacher should be friendly, relaxed and appear to be enjoying himself. The aim is to create a good atmosphere in the class!

ii) The questions should not be too obviously "language practice", but should appear natural and genuine. The teacher should show a genuine interest in the pupils' answers. There should be no correction of pupils' mistakes.

ACTIVITY TWO: ORGANISING LANGUAGE

1. Point out that teachers have to say many things simply to organise the lesson - starting or stopping an activity, getting pupils to do things, etc. Much of the language consists of things like simple commands, instructions, and suggestions which are repeated lesson after lesson. So if the teacher says them in English, the pupils will soon learn what they mean.

Ask teachers to tell you some simple classroom organising language in English that can be used even with first-year pupils.

If you like, build up a list of them on the board:

e.g.

Can you hear?	Can you see?
Stand up, (please).	Open/close your books.
Sit down, (please).	Stop talking.
Look! Look at me.	Come here, please.
Listen!	Be quiet, please.
Repeat!	Again!
Good!	Well done!
etc.	etc.

2. Divide the teachers into pairs again. Distribute Worksheet One. Ask them to look at Section A, which gives some organising tasks. Ask each pair to find ways of getting the pupils to do these things, and to think of any accompanying gesture that may be helpful in ensuring comprehension.

3. When most groups have finished, go through the answers together. There are many possible answers:

e.g.
i) Who would like to clean the blackboard?
ii) Could you close the window, please?
iii) Ali, sit next to Helmy, please.
iv) Don't call out. Wait till I ask you.
v) Be quiet. Pay attention.
vi) Now practise the dialogue in pairs.
vii) Magda, come and stand at the front.
viii) Read the passage silently.
ix) When you have finished, raise your hand.
x) Now listen. I'm going to read the passage to you.
xi) Do exercise 6 for homework, please.
xii) Turn to page 53/ Open your books at page 53.

4. Briefly discuss the value of giving the instructions in English rather than Arabic.

ACTIVITY THREE: ACTIVITIES IN THE CLASSROOM

1. Divide teachers into their pairs again. Ask them to look at Section B on their worksheet, which gives six activities in the classroom which teachers are regularly involved in. Give each pair two of the activities to look at, and ask them to imagine what a teacher might need to say in English for each one.

2. When most groups have finished, discuss the answers together.

Possible answers:

1. Today we're going to begin Lesson 5.
Turn to Lesson 5 in your books.
Today we're going to practise...
In this lesson, you will read about (football...).

2. Goodbye, everyone.
That's all for today.
That's the end of this lesson.
It's time to stop now.
Please finish the exercise for homework.

3. Do exercise 5 at home, please.
Please learn all the words before the next lesson.
At home, prepare the next lesson.
Do this at home, for tomorrow.

4. Everybody, change books.
Mark your own book.
Ali, what's the answer to Number One?
Who had the correct answer?

5. Who's absent today?
   Is anyone absent?
   Where's Hussein today?
   Where were you yesterday, Magdi?

6. Stop talking at the back!
   Mahmoud - what are you doing?
   Leila, please stand up.

RESERVE ACTIVITY: GETTING PUPILS TO USE ENGLISH

1. Make these points:

   .1 As well as using English himself, the teacher can encourage the pupils to use English as much as possible. This will create a feeling that they are in an "English-speaking environment" for the duration of the English lesson.

   .2 Many of the things that pupils need to say are used again and again in different lessons. So pupils can easily learn them by heart as set expressions.

2. Ask teachers to suggest some English expressions that pupils would find useful. Prompt them if necessary by suggesting situations:

e.g. A pupil wants to attract the teacher's attention.
(Excuse me, Sir/Madam)

A pupil wants to leave the room.
(Excuse me, may I leave the room?)

A pupil doesn't understand a word.
(What does X mean?)

A pupil knows a word in Arabic, but not in English.
(How do you say X in English?)

A pupil has no book.
(I'm sorry, I've forgotten my book.
I've left my book at home.
I've lost my book.)

A pupil is late.
(I'm sorry I'm late. I missed the bus, etc.)

If you like, build up a list of useful expressions on the board.

END OF SESSION ONE

MODULE 39: USING ENGLISH IN CLASS

WORKSHEET ONE Session One Part Two

A.
- Please clean the board.
- Please close the window.
- Move to another seat.
- Don't click your fingers and don't answer without permission.
- Pay attention, please.
- Practise talking to each other in pairs.
- Come here.
- Read this paragraph quickly and silently.
- Raise your hand when you have finished writing.
- Listen to me carefully while I read the passage. Don't look at it while I am reading.
- Do this homework for tomorrow.
- Open your books at page 93.

B. Think of as many English expressions as possible for each activity.

1. Introducing a new lesson in the book.
2. Ending a lesson.
3. Setting homework.
4. Marking homework in class.
5. Checking attendance.
6. Controlling pupils who are misbehaving.

SESSION TWO PART ONE 30 minutes

ADVANTAGES OF USING ENGLISH

Ask teachers to imagine they are organising a role-play in class. They want pupils to act out a conversation based on this situation.

> One pupil was travelling to Cairo by train. He left a bag on the train, containing some money, a book, and a pullover. He goes to the lost-property office.
>
> A second pupil is the man at the lost-property office. He asks the first pupil to describe the bag.

Ask the teachers how they explain this situation and assign roles to pupils.

i) in English.
ii) in Arabic.

Discuss which is better. Elicit both advantages and disadvantages from trainees. Establish that:

i) An advantage of using Arabic is that the situation can be given quickly and easily, leaving more time for the practice, but it wastes an opportunity to use English for a real communicative purpose.

ii) An advantage of using English is that it provides useful listening practice, and helps the pupils by giving some of the words they need as well as increasing their passive vocabulary.

iii) The best solution is probably to give the situation in clear, simple English, and then check comprehension.

SESSION TWO PART TWO

90 minutes

ACTIVITY ONE: CLASSROOM LANGUAGE - A POOR DEMONSTRATION

1. Explain that you will give a demonstration of part of a lesson in which the teacher does not take many opportunities to use English.

Distribute copies of Worksheet Two which gives the transcript of the lesson. Act it out, taking the role of "teacher" yourself and using the teachers as pupils.

2. Divide the teachers into groups of four or five. Ask them to criticise the lesson, and to identify points at which the teacher could have used English.

3. Discuss the lesson together, and get as many comments from the teacher as possible.

Possible criticisms:

.1 The teacher did not greet the class in English.

.2 The instruction "open books" could have been in English, with mime.

.3 Some organizing could have been done in English, e.g. "I will ask some questions; then we will read the passage." Of course, this could be glossed in Arabic with a new class and then repeated in English.

.4 The teacher asked for a complete answer (in Arabic) when a pupil had already offered a short, correct answer. Instead he could have praised the boy and then re-phrased the question to get a longer answer.

.5 The teacher used Arabic to criticise an answer (about meals) which was a good answer, although the verb was missing. He could have said "Good. The meals are breakfast, lunch and dinner."

.6 When a second pupil corrected an error the teacher used Arabic to praise him: he could have done this in English.

.7 When pupils failed to understand the teacher immediately used translation.

.8 At the end of the lesson the teacher gave a simple homework assignment in Arabic. He could have said "Read the passage at home. Write the answers to the questions".

.9 The teacher did not say "good-bye" to the class.

ACTIVITY TWO: CLASSROOM LANGUAGE - A GOOD DEMONSTRATION

1. Explain that you will now give a good demonstration of part of a lesson. This time, the teacher uses English as much as possible.

Distribute copies of Worksheet Three, which gives the transcript of the lesson. Act it out, taking the role of "teacher" yourself and using the teachers as pupils.

2. Divide the teachers into their groups again. Ask them to identify the good points in the lesson, where the teacher used English effectively.

3. Discuss the lesson together, getting as many comments as possible.

Good points:

.1 The teacher greeted the class in English, and began with "social" language.

.2 The teacher began the lesson with an English instruction, writing the page number on the board, checking that pupils understood.

.3 He praised the class frequently, in English.

.4 He organised the pupils' questions by giving instructions in English (Make a question, etc.).

.5 He used English to organise pairwork.

.6 He used English to set homework.

.7 He said "Goodbye" to the class.

RESERVE ACTIVITY: TEACHING PRACTICE

1. Choose a lesson in the textbook that teachers will be teaching during the next week or two. Get the teachers to help you plan five or six main "stages" for the lesson, and write them on the board.

2. Divide the teachers into their groups again. Ask each group to prepare to teach one of the stages. They should decide:

i) exactly what they would do;
ii) exactly what they would say in English.

Remind them that they should try to include social and organising language wherever it is suitable.

Go from group to group, giving help where necessary.

3. Ask one teacher from each group to come out in turn and teach the lesson, stage by stage. After each stage, discuss together what the teachers did.

Note: The focus of this activity should be on the language the teacher uses, especially the opportunities he takes to use English, and not on teaching techniques.

END OF MODULE

MODULE 39: USING ENGLISH IN CLASS

WORKSHEET TWO Session Two Part Two

CLASSROOM LANGUAGE - A POOR DEMONSTRATION

T: صباح الخير يا أولاد

PP: صباح الخير يا أستاذ

T: درس اليوم رقم "٧٨" فى كتاب المدرسة ، و هو عن الوجبات اليومية و مواعيدها
افتحوا الكتاب صفحة ٧٨ .

PP: (يفتح التلاميذ الكتاب صفحة ٧٨)

T: قبل أن أقرأ الدرس الجديد ، أود أن أسألكم بعض الأسئلة

How many meals do you have every day?

PP: Three.
T: أريد اجابة كاملة

P: We have three meals every day.
T: What are these three meals?
P: They breakfast, dinner, lunch.
T: لا هذا خطأ

(A pupil raises his hand and the teacher indicates him.)

P: They <u>are</u> breakfast, lunch and dinner.
T: عظيم يا ، طبعا وجبة الغذاء قبل العشاء — الجملة بدون فعل خطأ

(The teacher reads the text aloud and then asks questions.)

T: Do you usually have lunch at school?
P: Yes, eggs and beans.
T: سؤالى معناه هل عادة تتناول طعام الغذاء بالمدرسة؟ وليس عن نوع الطعام

P: Yes, I usually have lunch at school.
T: Do you have dinner with your family?
P: I have dinner at nine o'clock.
T: مع الأسرة أم لا ؟

P: Yes, I have dinner with my family.

(The bell rings, announcing the end of the lesson.)

T: عليكم قراءة الدرس بالمنزل و كتابة الأسئلة و اجاباتها كواجب منزلى

(The teacher leaves the class without saying goodbye.)

MODULE 39: USING ENGLISH IN CLASS

WORKSHEET THREE Session Two Part Two

CLASSROOM LANGUAGE - A GOOD DEMONSTRATION

T: Good morning, children.
PP. Good morning, Mr Helmy.
T: Are you all happy today? (Smiles). Is any one unhappy? (Frowns).
PP: We're happy.
T: Good, so am I. I'm very happy.
(The teacher realises that one pupil looks unhappy).
T: What about you? Aren't you happy, Sami?
P: I'm not well today. I have a bad cold.
T: I'm sorry. I hope you'll be better soon.
Let's begin. Ready? (gestures opening his hands).
Please open your books to page 112.
(All the pupils except a few open their books. The teacher repeats 'Page 112' and writes the number on the board. Then he moves round, checking that pupils have their books open at the right page.)
T: Very good, children. Well done. We are going to do Exercise 6 on Page 112. What is it about?
P: Questions.
T: That's right. Making questions. Good. Read number one, please...Hani.
P: Samia is eating a banana.
T: Very good. Use 'what'...Hassan.
P: What Samia is eating.
T: Yes. What is Samia eating? Who can give me the question again?
P: What is Samia eating?
T: Good.

T: Right. Now, close your books and listen carefully. You're going to work in pairs. (Teacher shows two fingers). Make four questions. Use 'what' in your questions. OK - in pairs. Start now.

T: Right. Now, everybody, please <u>write</u> four questions at home. Begin the questions with 'Is' or with 'What is' - just like the ones you made in class. (The bell rings).

Goodbye, children.

PP: Goodbye, Mr. Helmy.

MODULE 39: USING ENGLISH IN CLASS

HANDOUT: USING ENGLISH IN CLASS

1. 'Social' language. Good morning/afternoon. Hello, children (boys/girls). How are you today? Are you well? Isn't it hot (cold)? Would you like the window open (closed)?

   Did you have a nice day? What did you do last night? Who saw the film on television?

2. Organising. Please open/close your books. Open your books at page... Sit down. Be quiet. Listen carefully. Look at me (the board). Pay attention. Stop talking. Don't call out. Raise your hand. Come to the board. Come to the front. Ali and Mohammed, change places. Now work in pairs (threes/groups). Please clean the board.

3. Lesson Stages.

   .1 Beginning the lesson. Who's absent? Where's Suad today? Where were you yesterday, Mahmoud? What's the date today? What day is it today? Let's begin. Turn to page .... Open your books at page ...

   .2 Conducting the lesson. Repeat after me. Who can answer? Copy this in your books. Write it on the blackboard. Ask Ali the same question. Ask me the question. Read the text quietly. Close your books and listen.

   .3 Setting and marking homework. Finish this for homework. Do this exercise at home. Prepare Exercise 5 for tomorrow. Do this for next Wednesday. Copy your homework from the board.

   Mark your own (your friend's) book. Who got them all right? How many did you get right, Manal?

4. Praising and criticising. Well done. That's very good. Excellent. Well, nearly right. That's not quite right. That's not very good. You can do better than this.

MODULE 40: SELF-EVALUATION

SESSION ONE

Part One — 40 minutes

Introduction
Good teaching
Bad teaching

Part Two — 80 minutes

Observation categories
Classroom climate
Preparation for Session Two

SESSION TWO

Part One — 30 minutes

Lesson reflection

Part Two — 90 minutes

Preparation for observation
Observation
Follow-up

CONTENTS

Worksheets
There are three Worksheets. Enough copies should be made to give to every teacher on the course. Worksheets Two and Three should be given to teachers to take away at the end of the training session and keep as Handouts.

There are no other Handouts or OHP Transparencies in this module.

NOTE

1. This module must be used over two separate days (Session One on one day, and Session Two on the other), with at least a week's interval between them. This is to give the teachers a chance to prepare the tasks for Session Two.

2. For the model lessons in Session Two the teachers acting as pupils may need copies of Welcome to English.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To make teachers more aware of the learning process, and of the learning that takes place in their own classes.

2. To make teachers more aware of their own teaching, and to distinguish between good and bad teaching.

3. To make teachers familiar with techniques of observation, and so reduce the stress of being observed.

One of the most important attributes of good teaching is self-awareness - the ability to reflect on one's teaching and so gradually improve and develop one's skill as a teacher. This module is concerned with developing this self-awareness. It encourages teachers to begin thinking critically about their own teaching, and to observe and comment on each other's teaching.

This module is not concerned with any particular teaching technique, but aims to bring together all the ideas and techniques introduced separately in earlier modules.

40 Minutes

SESSION ONE PART ONE

INTRODUCTION

Write on the board:

Self - Evaluation

Ask teachers to explain (in Arabic if necessary) what they understand by this. Establish from their answers that it means the ability of a teacher to reflect on his own teaching objectively, in order to understand what his points of strength and weakness are.

Point out that:

.1 Self-evaluation is not something that can be taught. It can be gradually developed by the teacher himself as he becomes more aware of his own teaching, and of all the factors that affect learning.

.2 In order to evaluate themselves, teachers must learn to observe themselves. Add this on the board.

Self - Observation
↓
Self - Evaluation

Obviously, teachers cannot normally observe themselves directly. But they can observe themselves indirectly by:

- Careful planning before the lesson
- Careful reflection after the lesson on what actually took place.

GOOD TEACHING

1. Point out that, in evaluating themselves, teachers are striving towards better teaching; in order to do this, they must have some idea of what good teaching is.

Ask teachers to turn to the person next to them, and try to agree on what they think are the three most important characteristics of good teaching. Allow a few minutes for them to decide this, but do not enter into general discussion at this point.

When most pairs have agreed on their three characteristics, ask them to choose the one they think is the most important, and to write it down.

2. Ask each pair in turn to read out the characteristic they have chosen. Write them in a list on the board, but without repeating identical or very similar points; you will probably finish with a list of between five and ten key characteristics.

3. Now ask teachers to choose the one most important characteristic of all. You can ask them to "vote" on this by raising their hands. Write a number "1" against this characteristic. Then ask teachers to choose the second and third most important characteristics in the same way. The board will now look something like this (the characteristics listed are of course only examples):

	Teacher encourages pupils
2	Teacher involves all pupils
1	Teacher plans lesson carefully
	Teacher develops speaking
	Teacher learns from his mistakes
	Teacher keeps control
3	Teacher makes lesson interesting

Emphasise that there are no "wrong" answers. All of the characteristics suggested should be evident in any well-conducted class. Remind teachers that it is features like these that inspectors look for when they observe a lesson and evaluate a teacher; but teachers can also evaluate themselves and each other, and so improve their teaching.

4. Ask teachers to evaluate themselves right now. Ask them to look at the characteristics listed on the board (especially the three chosen as the most important), and consider how far they are true of their own teaching.

If you like, let teachers discuss this in pairs, but do not try to make teachers "confess" in public.

BAD TEACHING

1. Do the activity again, with teachers working in pairs. This time, ask each pair to choose three characteristics of bad teaching, and then to write down the one they think is the most important.

2. Ask each pair in turn to read out the characteristic they have chosen and build up a list on the board.

3. Ask teachers to vote for the most harmful characteristic of all, then the second and third most harmful. The board will look something like this (again, this is only an example):

3	Teacher never smiles or praises
1	Everything is learnt by heart
	Classroom is unattractive
	Teacher corrects too much
	Teacher is often absent
	Teacher doesn't prepare lesson
	Teacher neglects some pupils
2	Teacher never checks understanding

4. Point out that these are some of the features which teachers should never observe in their own teaching. Allow a minute or so for teachers to consider whether any of these features apply to themselves. Point out that their answers should not be "yes" or "no", but a question of degree. They should ask themselves: "Do I smile enough?" "Do I check understanding often enough?" "Do I allow enough real use of language?" etc.

END OF PART ONE

SESSION ONE PART TWO 80 minutes

ACTIVITY ONE: OBSERVATION CATEGORIES

1. Write this list of headings on the board:

OBSERVATION CATEGORIES	
A	Lesson Procedure
B	Classroom Management
C	Teaching Aids
D	Pupils' Involvement
E	Teacher's Personality
F	Command of English

Explain that one Inspector of English uses these six headings on his own classroom observation sheet. Under each heading he has several specific questions.

Ask teachers to try to guess what some of these questions might be. In other words, what exactly might an observer look for within each of the six categories?

Take each category in turn, and ask teachers to suggest possible questions.

e.g. Category A: Lesson Procedure

Are the aims of the lesson clear?
Are the stages of the lesson clear?
How does the teacher present new language?
How does the teacher offer opportunities for language practice?
Does the teacher ask a variety of questions?
What techniques does he use?
etc.

Obviously, there are many possible answers. The aim of this activity is to make teachers aware that observation of a lesson can be systematic through a pre-designed observation checklist, and that what takes place in a lesson can be seen in terms of different categories.

2. Now read out some of the specific questions (see next page) which the inspector included on his observation sheet. For each one, ask teachers to:

i) Suggest which of the six categories it fits into.
ii) Say how important they think the question is.

Note: The questions are in random order - suggested

categories are given in brackets.

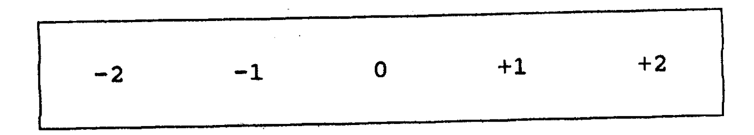
1. Is the aim of the lesson clear? (A)
2. Does the teacher write legibly on the board? (C)
3. Do pupils participate actively in the lesson? (D)
4. Does the teacher offer a variety of activities? (A)
5. Are the stages of the lesson clear? (A)
6. Does the teacher ensure that all pupils participate? (A,B,D)
7. Does the teacher have clear pronunciation? (F)
8. Does the teacher give clear instructions for activities? (B)
9. Does the teacher smile often? (E)
10. Does the teacher use any visuals? (C)
11. Does the teacher have a good lesson plan? (A)
12. Does the teacher speak naturally? (F)
13. Does the teacher control the class? (B)
14. Does the teacher give pupils a chance to ask questions? (A,D)
15. Does the teacher encourage real use of language? (A)
16. Does the teacher make grammar mistakes? (F)
17. Does the teacher ensure that pupils perform activities correctly? (B)

ACTIVITY TWO: CLASSROOM CLIMATE

1. First explain what is meant by "classroom climate": it is the general atmosphere that exists in the class, and the relationship between the teacher and the pupils. Point out that the classroom climate is strongly affected by the teacher's <u>attitude</u>, and also by his behaviour - how he corrects mistakes, how he asks questions, how he maintains discipline, how much he uses English, etc.

2. Divide teachers into pairs or groups of three, and distribute copies of Worksheet One. On the Worksheet, there are a number of statements which describe a teacher's behaviour. The teachers must decide how each one affects the "classroom climate", and give a "score" from -2 to +2. The scores should be written on a <u>separate</u> piece of paper, so that the Worksheet can be used again.

Write this scale on the board:



Explain what the scores mean:

- A <u>minus</u> score indicates that the action will have a <u>harmful</u> effect on the atmosphere of the class;
- A <u>zero</u> score indicates that the action will have <u>no</u> effect;
- A <u>plus</u> score indicates that the action will be <u>beneficial</u> -

it will help to establish a warm, friendly atmosphere in the class.

3. Let teachers work through the statements in their pairs. Then go through them together; ask teachers what scores they gave and briefly discuss each statement. Encourage the teachers to consider which of the statements apply to their own behaviour in class.

PREPARATION FOR SESSION TWO

1. Give a copy of Worksheet Two ("Lesson Reflection") to every teacher. Go through it carefully, making sure that the teachers understand everything.

Explain that:

.1 Teachers should use this sheet to evaluate any one lesson they give during the coming week.

.2 After the lesson they should answer the questions in the form of brief written notes.

.3 They should bring the sheet, with their answers, to the next training session.

Emphasise that teachers should try to write objective answers to the questions. The purpose of this exercise is not to judge the teachers, but to help them become more aware of their own strengths and weaknesses, so that they can improve their own teaching.

2. Explain that in Session Two, teachers will discuss the results of their own self-observation during the week, and they will also practise observing each other, using an observation sheet.

In preparation for Session Two:

.1 All teachers must plan a lesson. They can choose a lesson from the textbook that they have not yet taught.

.2 They should bring their lesson plan with them to the training session. Two or three teachers will be chosen to teach their lesson.

Make sure that teachers understand the importance of this preparation; unless it is done, the observation session cannot take place.

Remind teachers to bring copies of Welcome to English to the next session; they will be needed for the teaching practice.

END OF PART ONE

MODULE 40: SELF-EVALUATION

WORKSHEET ONE: CLASSROOM CLIMATE Session One Part Two

Look at these statements. Each one describes a teacher's behaviour in class. Which of them would have a good effect on the classroom climate? Which would have a bad effect?

1. Teacher corrects every error in the Drill Stage.
2. Teacher corrects every error in the Practice Stage.
3. Teacher lets pupils know who is first, second, last, etc. in the class.
4. Teacher praises pupils who answer correctly.
5. Teacher criticises pupils who repeatedly make mistakes.
6. Teacher requires pupils to stand up whenever they speak.
7. Teacher allows pupils to call out answers.
8. Teacher chooses one pupil to answer.
9. Teacher often chooses weaker pupils to answer.
10. Teacher ignores weaker pupils.
11. Teacher always arrives on time.
12. Teacher punishes pupils who behave badly.
13. Teacher uses only English in the lesson.
14. Teacher uses Arabic when necessary.
15. Teacher translates everything into Arabic.
16. Teacher smiles for encouragement.
17. Teacher repeats his own questions.
18. Teacher doesn't give time to think about questions.
19. Teacher gives clear instructions for pairwork.
20. Teacher focusses on a few pupils.

MODULE 40: SELF-EVALUATION

WORKSHEET TWO: LESSON REFLECTION

(For use by trainees in evaluating a lesson given during the coming week.)

Write your answers to these questions on a separate sheet of paper.

PREPARATION

1. How useful was your lesson plan? Were you able to follow it or did you have to adapt it during the lesson?
2. What difficulties did you find in planning the lesson?
3. How did you master the language of the lesson well enough to teach it?
4. How did you choose the area for review?
5. Now that you have taught the lesson, what changes in the plan would you make for next year?
6. How good was your follow-up? (lesson notes)

YOUR TEACHING

1. How successful was the lesson?
2. Which part of the lesson was most successful? Why?
3. Which part of the lesson was least successful? Why?
4. How did you ensure that all the pupils understood?
5. How much did you use the blackboard? Was it effective?
6. What other aids did you use? Were they effective?
7. Which of the four skills did you develop most?
8. How varied were the activities?
9. How much Arabic did you use? Should you have used more or less?
10. How was this lesson different from the one you taught before and after it?

THE PUPILS

1. What activities did the pupils enjoy most? Why?
2. What did the pupils find most difficult? Why?
3. If pupils failed to participate, why was this?
4. What discipline problems were there? What caused them? How did you deal with them?
5. What advice might the pupils give you about the lesson?

PROBLEMS

What aspect of the lesson gave you the most difficulties?

SESSION TWO PART ONE

30 minutes

LESSON REFLECTION

Organise a discussion of teachers' own self-observation, based on the "Lesson Reflection" sheet which you gave out at the end of the last session. If you prefer, the discussion can be conducted in Arabic - this will ensure that all the teachers are involved and may give a chance for more complex ideas to be expressed.

1. Begin by asking teachers these general questions:

   i) How useful did you find the self-observation?

   ii) How did it affect your teaching? Did you change your teaching in any way because you were aware that you were observing yourself?

   iii) How easy or difficult was it to answer the questions on the sheet?

   iv) Will it help you to improve your teaching in the future?

2. Now go through the items on the sheet one by one, and ask different teachers to tell you the answers they gave. Encourage as much discussion as possible, and get teachers to give each other advice in cases where they experienced difficulties.

Take note of any areas where many teachers seemed to have problems: this should give you useful information for planning future training sessions.

END OF PART ONE

SESSION TWO PART TWO 90 minutes

Notes: 1. This could be done in a training session, and then repeated by inspectors or senior teachers following up trainees' evaluation in their own schools.

2. There is no need to divide teachers into two groups for this part of the session; the observation will be more realistic if done in a large group with one half acting as observers.

ACTIVITY ONE: PREPARATION FOR OBSERVATION

1. Collect the lesson plans which you asked teachers to prepare for their model lesson. Either choose one of these at random, and ask the teacher who wrote it to give the first lesson; or choose a teacher who you know is fairly confident about his/her teaching.

2. Give a copy of Worksheet Three (Observation Sheet) to each teacher. Explain that they will use this sheet to help them observe the model lesson. Emphasise that the purpose of this is not just to judge the teacher, but to help the observer to focus on different teaching skills more clearly.

Give time for teachers to read through it quickly. Then go through it together, explaining anything that is not clear. Point out that, although this observation sheet is specifically designed for this training session, it is similar to observation sheets that would be used by inspectors in real classes.

Point out that:

.1 In Section A of the observation sheet, observers simply tick "Yes" or "No".

.2 In Section B, observers must judge the teacher's performance in each skill, using a scale:

-2	=	unsatisfactory
0	=	satisfactory
+2	=	excellent

ACTIVITY TWO: OBSERVATION

1. Divide the teachers into two groups. Group A will act as a class of pupils, while Group B observes and completes the observation sheet. It is best if Group B sit round the sides and back of the room. "Pupils" will need copies of the text books.

2. Ask the teacher you have chosen to teach part of the lesson he has prepared.

3. After the model lesson, go through the observation sheet, getting teachers from Group B to tell you what they wrote. Encourage as much discussion as possible.

4. Repeat the procedure, asking another teacher to teach part of a lesson. This time, ask Group A to observe and complete the observation sheet, and ask Group B to act as pupils.

5. If there is time, repeat the activity choosing other teachers.

ACTIVITY THREE: FOLLOW-UP

Finish the session with a general discussion on observation and its value. Try to bring out these points:

.1 Inspectors observe lessons not only to check that the teacher is doing his work properly, but also:

i) So that they can give the teacher advice and help him to improve;

ii) So that they can judge how successful training courses have been, and decide what to do on future training courses.

.2 Teachers should not rely on inspectors alone to observe their lessons and give advice. They should also learn to observe themselves by thinking about their lessons and making notes on them. If possible, they should also try to observe each other, and discuss the lesson together afterwards. In this way, they will slowly build up confidence in their teaching, and develop their teaching skills.

(Teachers may find it useful to write brief comments on how their lesson went, at the end of their lesson plan. They can then refer to both plan and comments, when they need to teach this particular lesson again.)

END OF MODULE

MODULE 40: SELF-EVALUATION

WORKSHEET THREE: TEACHING OBSERVATION SHEET
Session Two Part Two

A: Pre-Teaching

	Yes	No
1. Does the teacher have a good lesson plan?		
2. Is the aim clear?		
3. Does the plan show the main stages of the lesson?		

B: Teaching

	-2	-1	0	+1	+2
Personality, style					
Pronunciation					
Accuracy of English					
Fluency					
Relevant use of Arabic					
Use of blackboard					
Use of other aids					
Presentation of new material					
Drill stage techniques					
Practice stage techniques					
Awareness & correction of error					
Questioning techniques					
Ability to involve the pupils					
Control of the class					
Achievement of aims					

Comments:

MODULE 41: TEACHING A UNIT

SESSION ONE

Part One — 45 minutes

Introduction
Looking at the structure of "Welcome to English"

Part Two — 75 minutes

Looking at the structure of the units
Conclusion on Session One

SESSION TWO

Part One — 50 minutes

Variety in teaching/learning activities

Part Two — 70 minutes

Analysing a unit of "Welcome to English"
Conclusion to Module

CONTENTS

1. Worksheets
There are three Worksheets. Enough copies of Worksheet One should be made for everybody; there should be 1 copy of Worksheet Two for each pair of teachers, and one copy of Worksheet Three for every three teachers.

Note: Teachers will need to bring at least one copy of Welcome to English 1, 2 and 3 (both Students' Book and Teacher's Book) between each pair of teachers.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To encourage teachers to think of long-term aims in their teaching, and to plan their lessons as part of a continuing course.

2. To make teachers aware of the importance of using different techniques provided by the coursebook.

3. To make teachers aware of the progressive nature of the coursebooks and the relationships between lessons within a unit.

This module is concerned with the variety of teaching and learning activities which are intended to be used in the lessons making up any unit of Welcome to English. These activities have been covered earlier, but this module shows how they are integrated, both at the level of lesson and at the level of unit, in order to achieve longer-term teaching and learning objectives.

SESSION ONE PART ONE

45 minutes

INTRODUCTION

Tell the teachers that, although we often think of teaching as being a process which involves 3 distinct stages (called "Presentation", "Drill" and "Practice" in Welcome to English), and these three stages often occur in one lesson, it does not mean that pupils have learned an item after going through each of the stages in the course of one lesson. Because most learning is cyclical (i.e. it takes place gradually, over a number of repeated experiences), "practice" activities are repeated in a variety of ways throughout a unit. (There are also special Review sections in the course, with the aim of providing further practice.) Each of these 3 types of activity is important in the process of learning new language, but in one way, practice is more important than the others: presentation and drill concentrate on helping the pupil to understand the form and meaning of an item, but practice is where the pupil stores the language in his or her memory, thus really learning to use it. Unfortunately, many teachers spend very little time on practice, perhaps because they have less control over what the pupils say and do, than during drill (i.e. they cannot control exactly what the pupils say, as in a drill, nor how many times, or to whom they say it, etc.) For these reasons, it is important to see how the activities within a unit ALL help pupils in the process of "internalising" (i.e. learning) the language items which form the objectives of that unit.

ACTIVITY ONE: LOOKING AT THE STRUCTURE OF "WELCOME TO ENGLISH"

Ask the teachers to get themselves into pairs or groups of 3 and consider the following question:

- Why is "Welcome to English" divided into units and not just lessons?

Give teachers about 10 minutes to discuss this. Ask them to write down any points they can think of.

When the 10 minutes are up, ask each pair or group to report to the rest of the class. Avoid making comments on what you feel to be right or wrong, but allow teachers to discuss the points that are made. Make a note on the board/OHP of the points as they come up.

There will probably be a number of answers, including references to the time available for English lessons in the

year, the topic of each unit, the need for repeated patterns in learning, etc, etc. These answers are all relevant, to a greater or lesser extent, and should be noted. However, if the teachers themselves do not mention the fact that

each unit has a language point or points as its focus

(write this on the board) then you should make this clear to them. Similarly, if they do not bring up the following points, then you should do so:

.1 Each unit has one or more language items (structures, functions, or vocabulary, etc.) around which it is built. The objective for each unit is the learning of this item or items, and each lesson in the unit is designed to help in achieving the objective of that unit.

.2 The objectives for each unit are clearly stated in the Teacher's Book for each of the 3 levels. For example:

Book 1, Unit 5: a/an/the (+ noun)
Give me...;
Thank you.

These are also expressed as 'language areas' (i.e. functions):
Identifying
Giving, Taking
Thanking

Book 3, Unit 8: Revision of language about things

END OF PART ONE

75 minutes

SESSION ONE PART TWO

ACTIVITY TWO : LOOKING AT THE STRUCTURE OF THE UNITS

- What are the main features of a unit in each of the "Welcome" books?

Ask the teachers to get into groups of 3 or 4, according to the books ("Welcome" 1, 2 or 3) they have been using recently. Each group will need at least one Teacher's Book between two teachers, for the level they have chosen. It is not important if the number of groups looking at each book are not equal, but there should be <u>at least one group working on each of the books</u>.

Distribute Worksheet One. Each group looks for the main features of a unit in the book they are working on. Ask the following questions (for guidance only - the teachers should not tell you the answers), after which the teachers note what they see as the main features of their unit, on the relevant section of the Worksheet:

- How many units are there in your book?
- Are there any common themes between units?
- How is a unit divided up?
- Are there any similarities between the construction of each unit?

etc.

When most groups have finished, gather everybody together again. One person from each group reports the group's findings to the rest of the class who fill in the 2 blank sections on their Worksheet according to what the others say.

Allow the teachers themselves to give the answers, and avoid making any comment on whether you think what they are saying is right or wrong. Allow teachers to discuss points themselves, as they come up. Make a note of each point on the board/OHP.

If the following points are <u>not</u> made by the teachers, then you should mention them when they have finished, and write them on the board/OHP:

<u>Book 1</u>

Book 1 is divided into <u>16 UNITS</u>. Each unit has one of the following <u>6 THEMES</u>:

People; Things; Actions; Place; Quantity; Time.

Each unit consists of a number of <u>LESSONS</u>.

Each lesson is divided into <u>STEPS</u>, which either deal with new language or practise known items in a new way.

Book 2

Book 2 is divided into 13 UNITS. Each unit (except the first, which revises language from Book 1) has one of the following 6 THEMES:

People; Things; Actions; Place; Quantity; Time.

Each unit (except Unit 1) consists of 8 LESSONS:
Lessons 1 & 2 introduce the main language areas and Topics of the unit.
Lessons 3 & 4 provide practice in reading.
Lessons 5 - 8 provide more detailed practice (particularly of language points), or consolidation of language already covered.

Book 3

Book 3 is divided into 12 UNITS:
Units 1 - 6 present and practise new language.
Units 7 - 12 revise language from Books 1 - 3.

Each unit is divided into 10 LESSONS:
Lessons 1 - 4 provide language practice.
Lessons 5 & 6 provide skills practice.
Lessons 7 & 8 provide language practice.
Lessons 9 & 10 provide extensive reading (a story)

CONCLUSION TO SESSION ONE

In conclusion, make the following points:

.1 Many teachers plan their lessons one day at a time. As a result, although the lessons may be well-prepared, they may not "fit together" to form a smoothly developing overall pattern, with clearly understood aims. Also, they may use just a few techniques again and again with no variation at all, which can result in the loss of pupils' interest.

.2 Different pupils learn in different ways: some by listening, some by repeating, some by performing tasks involving language use, and so on. If the teacher always uses the same, limited number of techniques, some pupils may never get a chance to learn in a way that suits them.

.3 The Teacher's Books for Welcome to English include a wide variety of techniques and activities during the

course of a unit. Less-experienced teachers can increase the range of their teaching by following the procedures laid down in the Teacher's Books, while more-experienced colleagues may wish to make adaptations that suit the situation of their own pupils. However, in all cases teachers should know how individual activities go together in a lesson, and how individual lessons go together, to make up a unit.

.4 In order to be able to do this, teachers must have a clear picture not just of the plan for their next lesson, but of the plan for the whole unit (and better still, for the whole course).

.5 To develop all four skills successfully, teachers must follow the variety of activities covered in each lesson, and in each unit. These combined activities will enable pupils to cover the objective of the unit fully, from the point of view of each skill.

.6 In particular, teachers should not ignore the activities which make use of the WORKBOOK - activities which develop reading and writing in particular. Remember that the WORKBOOK activities are often the only ones in a unit giving practice in writing. If teachers decide not to do these activities with their classes, then the learners will not get sufficient writing practice.

END OF SESSION ONE

MODULE 41: TEACHING A UNIT

WORKSHEET ONE SESSION ONE PART TWO

What are the main features of a unit in each of the "Welcome" books?

<u>Book One</u> Number of units: ________

Main features: ____________________________________

____

____

____

____

<u>Book Two</u> Number of units: ________

Main features: ____________________________________

____

____

____

____

<u>Book Three</u> Number of units: ________

Main features: ____________________________________

____

____

____

____

50 minutes

[••] **SESSION TWO PART ONE**

ACTIVITY THREE : VARIETY AND INTEGRATION IN TEACHING/LEARNING ACTIVITIES

1. The purpose of this task is to enable teachers to see for themselves how Welcome to English uses a variety of teaching and learning activities within a unit, all designed to help to develop a particular language item or function, but also giving practice in language skills. The task also shows how, although a textbook activity concentrates on one particular language skill, it may also practise other skills (e.g. an activity focussing mainly on writing might also involve practice in reading or in listening - or both).

2. Teachers should work in pairs. Distribute one copy of Worksheet Two to each pair. They will also need at least one copy of Teacher's Book 3 for each pair. Assign a language skill (reading, writing, listening, speaking) to each pair; try to ensure that the number of teachers looking at each skill is approximately the same. Their task is to examine the Teacher's Notes for the whole of Unit 6, and pick out every activity which has their language skill as its main focus. They should then write the lesson number in the left-hand column of the Worksheet, the type of activity in the middle column, and any additional skills practised in this activity, in the right-hand column.

FOR EXAMPLE: for a pair who are looking at SPEAKING:

Lesson 1a, Exercise 1: TALKING ABOUT PICTURES; COMPARING
also practises LISTENING (step 1.b, step 2)
READING (step 2, step 3)

3. When most teachers have finished, ask them to report their findings. Encourage any discussion which takes place (e.g. teachers may disagree over the main focus of an activity, etc.). Avoid telling them what the "correct" answers are!

END OF PART ONE

SESSION TWO PART TWO 70 minutes

ACTIVITY FOUR : ANALYSING A UNIT OF "WELCOME TO ENGLISH"

1. Teachers should work in groups of 3 or 4; those in each group should currently be using the same book (Welcome 1, 2 or 3). They should select a unit which they are all going to teach in the near future.

2. Distribute one copy of Worksheet Three to each group. They should now go carefully through the Teacher's Book for the unit they have chosen, looking for different teaching/learning activities. Each time they find a different activity they should make a note of it on the Worksheet, in the relevant section (Presentation, Drill or Practice). If the same activity is used more than once, they should mark a cross next to the activity for each extra time it is used (see example).

3. When groups have finished their units, they can see at a glance which activities are used most often, and how many different activities are used in a particular unit.

4. Get each group to report their findings to the whole class. Discuss any points which you feel are important, or which teachers wish to raise.

5. Finally, each group should take a separate sheet of paper, and go through their unit again, to decide what teaching aids they would use for each activity.

FOR EXAMPLE: Lesson 1a, Ex 1: Comparing; Transformation (receptive only)
1. Presentation and Speaking Practice
Aids: pictures; flash cards with key words
(This is an example only)

CONCLUSION

In conclusion to this module, make the following points to the teachers:

.1 Welcome to English is divided into units so as to give sufficient practice to different items, through a variety of integrated teaching/learning activities.

.2 Because of this, it is important that teachers should not forget or ignore certain activities or lessons.

.3 At the same time, teachers should not "overteach" - that is, they should not spend an excessive amount of time on a language item, the first time that item is introduced, because there will be more opportunities to practise the item in later activities in the unit, and in subsequent units.

.4 In order to be fully aware of the way in which an item is presented and practised in Welcome to English, teachers should look carefully through the notes to each unit, before starting the unit, as well as looking at the notes for each lesson, before teaching it.

END OF MODULE

MODULE 41: TEACHING A UNIT

WORKSHEET TWO SESSION TWO PART ONE

Welcome to English: Book 3, Unit 6

Language skill: ______________________________

____

Lesson no. Activity type Additional skills (if any)

____
____
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MODULE 41: TEACHING A UNIT

WORKSHEET THREE SESSION TWO PART TWO

Unit chosen: Book __________ Unit ________

Presentation Activities	Drill Activities	Practice Activities

MODULE 42: STUDY SKILLS

SESSION ONE

Part One — 30 minutes

Introduction
Approaching a book
Reading effectively

Part Two — 90 minutes

Scanning a text
Skimming a text
Guessing unknown words
Using an index
Application

SESSION TWO

Part One — 30 minutes

Choosing a dictionary
Looking up a word
Checking pronunciation
Learning the sound and spelling

Part Two — 90 minutes

Alphabetical order
Headwords
Phonetic script
Stress marks
Using a dictionary

CONTENTS

1 Worksheets
There are four Worksheets. Enough copies should be made for every teacher on the course.

2 Handouts
There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

There are no OHP Transparencies in this module.

For special requirements, see Page (ii).

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To show teachers how to approach unfamiliar books in English and read them efficiently and successfully.

2. To show teachers how to find specific information from reference books.

3. To show teachers how to use a monolingual dictionary.

All regional In-service Training Centres have libraries containing books on language, language teaching and linguistics. Teachers should be encouraged to make use of these libraries, but in order to do so successfully they need to develop study skills, especially those of selecting a book, locating information, rapid reading, and using a dictionary.

The first session of this module deals with general skills of selecting and reading reference books which would help teachers find and read suitable books in a library. It also helps to prepare teachers for the four 'Self Access' modules (Nos. 47-50).

The second session of the module shows teachers how to use a monolingual dictionary (Longmans Dictionary of Contemporary English). It gives practice in finding a word in the dictionary and in checking pronunciation. By the time they use this module, teachers should already be familiar with phonetic script and the stress patterns of English. These are dealt with in the four pronunciation modules: Consonants, Simple Vowels, Diphthongs and Stress, Rhythm and Intonation.

SPECIAL REQUIREMENTS

For the final activity in Session One Part Two, you will need a collection of books in English. If possible, these should deal with language, language teaching, or linguistics, but other non-fiction books (e.g. biography, science, history) would also be suitable. You should try to find as many books as possible - ideally, one for every teacher on the course.

For Session Two, you will need a copy of Longmans Dictionary of Contemporary English.

SESSION ONE PART ONE

30 minutes

INTRODUCTION

Explain to the teachers that there are many useful books in existence on the subject of English language teaching, and that reading such books will help teachers to develop their professional knowledge and skills. A number of books are kept in the libraries of In-Service Training Centres.

In order to make good use of these books, it is important to:

i) know how to 'approach' a book - in other words, how to find out quickly what the book contains and whether it contains the information we require;

ii) know how to read the book effectively, in order to obtain the information we need in the most efficient way.

Both these skills are especially important when we are reading books written in a foreign language, as reading can then be a slow process and may waste a lot of time.

APPROACHING A BOOK

Ask the questions below, each of which focusses on one important feature of reference books. Use the answers given after each question as the basis for your own explanations, and as far as possible elicit answers from the teachers. Write underlined words on the board as you come to them.

.1 What usually comes at the beginning of a book?

At the beginning of a book there is usually a preface (pronounced / ˈprefɪs / or / ˈprefəs /) and/or an introduction giving a general idea of what is covered in the book. It is useful because it can indicate whether the book is relevant to our needs.

.2 What are the Contents pages? How are they useful?

The Contents page give a list of the chapter headings or article titles and show on which page each chapter or article begins. Sometimes they also indicate the main topics covered. By referring to the contents page, we can choose the parts we want to read.

.3 What is an Index? How do we use it?

The index is at the back of a book. It lists all the

topics covered in the book in alphabetical order, as well as names of people and places mentioned, with a page reference. We can use the index to find the exact page on which a particular item is mentioned. For example, if we want information on multiple-choice tests, we might find a book on testing in the library, and then look in the index for references to 'Multiple choice'.

.4 What is a Glossary? How do we use it?

A glossary often appears at the back of a book which is on a specialist subject but intended for the general reader. It lists all the specialist vocabulary used in the book and explains it in simple language. For example, if we are reading a book on testing, we might come across the word 'mode'. If we do not know what this means, we could look in the glossary - it would explain that it means 'the score gained by most students in one set of test results'.

.5 What is a Bibliography? How is it useful?

A bibliography is often found in the book. It lists other books which also deal with the same topic or books which were used as references in the writing of this book. So a bibliography helps us to find out more about a topic - we can use it to find other books which may deal with the topic more fully or from a different point of view.)

Point out that all these different features of a book can be used to help us find out if the book contains the information we are looking for. So if we pick up a book for the first time in a library, we might:

i) read the back cover for any information it may give;

ii) quickly look at the contents page to see what main topics the book covers;

iii) perhaps look in the index to see if the book deals with particular topics we are interested in;

iv) finally, if the book seems to contain information we want, read the preface or the introduction to see how the writer approaches the subject.

READING EFFECTIVELY

1. Point out that it is often not necessary to read the whole of a book. Often we can:

i) use the index to find the pages we are interested in,

and read only that section of the book;

ii) read only some chapters of the book, leaving out those we are not interested in;

iii) read only the summaries of chapters. Many books on specialist subjects give a summary of the beginning or end of each chapter. Often the summary is detailed enough to give us a good idea of what the chapter contains, so that we do not need to read the chapter itself.

2. Point out that people often make reading in a foreign language difficult for themselves by relying too heavily on a dictionary. Teachers should try to develop the habit of guessing words they do not know, using a dictionary only occasionally to look up a particularly important word.

Make these points:

.1 If we keep stopping to look up words in the dictionary, our reading will become so slow that we will lose track of the ideas and information in the text; we will also very quickly lose interest.

.2 By guessing words from the context, we will be able to read more quickly and follow the ideas in the text. The more we try to do this, the better we will become at reading, and so it will gradually become easier.

Tell the teachers that they should try to read without saying the words to themselves as they read them. We can normally read faster than we can speak, so saying the words slows us down and prevents us from developing the ability to read quickly.

3. Explain that two techniques of reading are especially useful when using reference books or using books to find particular information. These are skimming and scanning. Talk about each in turn.

.1 Skimming

Skimming is reading a text quickly to get a general idea of what it says or to understand the main point, but without concentrating on details. An everyday example of skimming is reading the newspaper - often we quickly glance through an article to get a general idea about a news item.

When reading a book, we might skim through a chapter the first time, and then return to particular paragraphs and read them again more carefully. One possible skimming technique is to read just the first and last sentences of each paragraph; this will usually give us the main ideas of a text.

.2 Scanning

Scanning is reading quickly through a text to find specific information (not necessarily the main point). Everyday examples of scanning are looking in a telephone directory to find a number, or looking up a word in a dictionary.

When reading a book, we might scan to find a particular topic or reference in which we are interested.

Tell the teachers that in Part Two of this session they will practise both skimming and scanning.

END OF PART ONE

SESSION ONE PART TWO

90 minutes

ACTIVITY ONE: SCANNING A TEXT

1. Distribute copies of Worksheet One face down. Ask the teachers not to look at the text until you tell them to do so.

Tell the teachers that the text is from an article about in-service training of English teachers in Egypt. Write this task on the board:

> 1. Find all the places where the writer mentions 'in-service training'.
> 2. How often do some teachers in Egypt change their role?

2. Ask the teachers to turn their worksheets over and quickly read through the text to find only the information you have asked for. Allow one minute for this (or less if some teachers are able to find the answers more quickly).

3. After one minute, stop the activity and go through the answers.

Answers:

1) In-service training is mentioned 12 times:
   - i) three times in the first paragraph of the first column;
   - ii) twice in the second paragraph of the first column;
   - iii) near the bottom of the first column;
   - iv) in the middle of the second paragraph of the second column;
   - v) near the bottom of the second column;
   - vi) near the bottom of the first paragraph of the third column;
   - vii) at the end of the third paragraph of the third column;
   - viii) once each in the last two paragraphs of the third column.

2) Every 4/5 years.

ACTIVITY TWO: SKIMMING A TEXT

1. Ask the teachers to turn their worksheets face down again, so that they cannot see the text.

Explain that you will give them three minutes in which to read the whole text. Write these questions on the board:

1. Why is in-service training necessary for teachers?

2. How does in-service training help inspectors?

2. Ask the teachers to read the text. After three minutes, stop the activity, and ask teachers to answer the questions. From their answers, try to build up a general understanding of what the article is about.

Possible answers:

1. Need for in-service training for teachers:
   - i) the dynamic nature of the educational process (e.g. new developments in methodology);
   - ii) to helpdevelop appropriate skills, professional commitment and a positive attitude;
   - iii) to compensate for deficiencies in teacher education at the pre-service level (largely due to rapid advances in language teaching).

2. How in-service training helps inspectors;
   - i) it helps them to perform 'developmental tasks' (e.g. dealing with students through the medium of another teacher).

ACTIVITY THREE: GUESSING UNKNOWN WORDS

1. Point out that in the text there are some words which teachers probably do not know, but which they could guess from the context. Write these words on the board:

1. essence
2. cater for
3. assigned

If necessary, help teachers to locate the words in the text.

2. Give teachers a few minutes to look at the text again and decide what the words mean. If you like, they can do this in pairs.

3. Read out the sentences containing each word, and ask teachers what they think the word means.

Answers:
1. essence = the core; the most important part
2. cater for = provide what is needed for
3. assigned = given; told to perform

(Note: these are the meanings of these words in this text: they do not necessarily always mean exactly the same thing.)

ACTIVITY FOUR: USING AN INDEX

1. Distribute copies of Worksheet Two face down, and ask teachers not to look at it until you tell them to do so. Explain that the worksheet shows two pages from the index of a theoretical book about language teaching (C. Brumfit (ed.): Communicative Language Teaching).

Write these topics on the board:

1. Developing writing skills
2. Teaching grammar points
3. Role play and drama in schools
4. Taking account of learners' needs

2. Ask teachers to look at the index and decide which pages in the book they would turn to, in order to find out about each of the topics. Allow three minutes for this activity. Teachers should write the page numbers on a separate piece of paper.

3. After three minutes, discuss the answers together.

Answers: 1. Developing writing skills:

Guided composition exercises	pp. 137-9
Guided paragraph building	pp. 139-41
Paragraph writing exercises	pp. 139-41

2. Teaching grammar points:

Grammatical syllabus, in teaching situations	p. 92
Pedagogical grammars	pp. 72-9
Grammar teaching	p. 132
Grammars for advanced learners	pp. 132-3

(Other references under 'Grammar' are mainly theoretical)

3. Role play and drama in schools:

Drama in language teaching	p. 163
Roles	p. 106

4. Taking account of learners' needs:

Needs analysis, and syllabus	p. 186
Needs-based teaching	p. 193

ACTIVITY FIVE: APPLICATION

This activity gives teachers a chance to apply the skills they have practised and discussed so far, in actually looking at

an unfamiliar book.

For the activity you will need a collection of books in English - one for every teacher. If possible, these should be about language, linguistics or language teaching. If you do not have enough books for every teacher, ask teachers to work in pairs or small groups.

1. Give a book to each teacher, or let them choose their own. Tell them that they have fifteen minutes in which to become familiar with their book. In this time they should find out about:

i) the subject matter of the book, and how it is organised;
ii) the main ideas in the book;
iii) the value of the book - whether they think it is worth reading more carefully, and why.

2. After fifteen minutes, collect the books back again. Ask different teachers to give short reports to the others about their book. Encourage the other teachers to ask questions.

END OF SESSION ONE

WORKSHEET ONE Session One Part Two

The Need for Inservice Training

by Ahmad Gaafar

One advantage the Egyptian educational system does have to offer is a built-in arrangement for in-service training. The General Department for In-Service Training was established In the mid-1950s when it was realised that in-service training needed to become a specialised area of educational activity to meet growing teaching and training.

In fact, there is a permanent need for in-service training because of the dynamic nature of the educational process. The variables in the classroom situation (the teacher, the learner, the materials, the methodology, the teaching aids, the system itself, etc.) are constantly changing and interacting with each other. Establishing new relationships in a corporate working system is the essence of any in-service training programme: but the teacher is the focus of all training activities, the assumption being that the other variables 'work' through the teacher.

New developments in methodology, for example, imply retraining of teachers – a process which is conventionally described as,

"Upgrading the teachers' level of performance to ensure their professional growth".

At a very practical level, this is achieved not just by providing teachers with the latest findings in language teaching and learning, but by equipping them with the teaching skills needed to put these findings into effect. Thus, in-service training compensates for the discrepancy between the slow rate of individual 'self-development' and the need to put methodological advances into effect.

Professional growth is also enhanced when the teacher plays the part of the learner/trainee. He comes to realise the limitations of the methodology he is applying, and how deceitful his feeling of self-satisfaction may be. As an adult learner, that should activate his self-critical abilities and his professional awareness, through a process called 'self-diagnosis' which is a prerequisite for professional growth.

It might happen, however, that a teacher is far from being satisfied with his teaching skills. A non-specialist English teacher, for example, might realise that he has genuine problems since he is far from competent. This might lead to a negative attitude towards his whole career. It is the role of in-service training, as a specialised system, to cater for professional problems of this kind. The aim is to help them develop not only the appropriate skills, but professional commitment and a positive attitude. In other words, the aim is to affect the integrative stage of teacher development.

In fact, no commitment or attitude could be developed without promoting a broad professional vision of education in general and of teaching the language in particular. A by-product of that vision would be the development of criteria on which to base professional judgments, the good quality of which would make the teacher realistically self-confident. Providing that 'broad vision' is one of the tasks of in-service training.

Another function of in-service training is to compensate for deficiencies in teacher education at the pre-service level. These deficiencies are largely due to the rapid advances in language teaching, which makes it impossible for a single stage of teacher preparation to provide all the teaching skills on a solid theoretical and practical basis and impart information on methodological change at the same time. One solution would be to establish coordination between pre-service and in-service education. Another would be for in-service trraining staff to become capable of designing and conducting post-graduate educational courses.

In the Egyptian system, teachers are assigned different roles throughout their career, and in some cases the role changes every 4/5 years.

They are promoted as senior teachers, then as inspectors or head-teachers, and so on. The information and the skills that they need to perform the new 'developmental tasks' are real training needs. An inspector or supervisor, for example, deals with the students through the medium of another teacher – a very sophisticated process that needs special skills. Preparation for these developmental tasks is yet another of the responsibilities assigned to the in-service training system.

Yet these responsibilities in in-service training are not the whole story. They are only examples selected to indicate how important in-service training is as an educational activity. In fact teachers should be retrained on a cyclical basis and not through random selection.

One suggestion, which is open to investigation, would be that, since we have been training teachers to be 'good' learners. After all, they are the real target of in-service teacher training.□

MODULE 42: STUDY SKILLS

WORKSHEET TWO

Session One Part Two

SESSION TWO PART ONE

30 minutes

CHOOSING A DICTIONARY

1. Point out that there are two main types of dictionary which are useful for teachers of English:

   i) Monolingual dictionaries: giving English words, with definitions and examples in English.

   ii) Bilingual dictionaries: Arabic-English and English-Arabic.

Discuss the advantages and disadvantages of each type.

Make these points:

.1 Obviously a bilingual dictionary is useful at times, for checking the Arabic equivalent of a word. However, most bilingual dictionaries do not give the complete range of meanings of a word (e.g. 'head', which may mean a part of the body, the source of a river, the director of a company, the top of a bed, etc.).

.2 Monolingual dictionaries are more useful for foreign language learners. Usually they give more information than bilingual dictionaries: the complete range of meanings of a word, the use of the word in phrases and idioms, examples and grammatical information. Their main disadvantage is that the user may find the definitions of words confusing or difficult to understand.

2. Emphasise that, if teachers use a monolingual dictionary, it should be one that is designed for foreign learners of English, not one for native speakers. Foreign learners' dictionaries have simple definitions and examples to show how a word is used.

Recommend that teachers use the Longman Dictionary of Contemporary English. Point out that it has these advantages:

   i) All definitions and examples are in simple English, using a basic vocabulary of only 2,000 words.

   ii) Pronunciation of words is given in the International Phonetic Alphabet (the same system as that given in the pronunciation modules).

   iii) A cheap edition is available in Egypt, and at least one copy can be found in each In-Service Training Centre.

LOOKING UP A WORD

1. Make sure that teachers understand what is meant by 'alphabetical order'. Ask them to give one or two examples of words which come before or after others.

Write these words on the board, and ask teachers to put them in alphabetical order:

1. inimitable	3. initial
2. initially	4. initiate

Answer: 1, 3, 2, 4.

2. Point out that at the top of each page there is a word in heavy type: this is called a Headword. The word at the top of the left-hand page (in the top left-hand corner) is the first word that appears on the two pages. The word at the top of the right-hand page is the last word that appears on the two pages. So by looking at these words we can quickly find the page we want. (If possible, show these words by holding up an open dictionary).

Write these words on the board:

least	legate

Ask teachers to imagine that these are the headwords at the top of two pages of the dictionary. Ask them to suggest words which appear on these two pages.

Possible answers: leather, leave, lecture, left, left-handed, leg, legal.

Now write these headwords on the board:

horsehair	house

Say the words below, and ask teachers whether they would appear on the two pages or not:

horse (No)
horseman (Yes)
hospital (Yes)
how (No)
hour (Yes)
hope (No)
housewife (No)
hotel (Yes)

Note: Teachers will be given more practice in alphabet skills in Part Two of this session.

CHECKING PRONUNCIATION

1. Point out that one of the main uses of a dictionary is to check the pronunciation of a word. This is given inside sloping lines immediately after the word.

Write this example on the board, and ask teachers to pronounce the word:

i-ras-ci-ble /ɪˈræsəbəl/

Point out that:

.1 The dashes between the letters of the word indicate how it divides into syllables.

.2 The stress of the word is indicated by a small line before the stressed syllable (so in the example, 'ras' is stressed).

.3 The vowels in the last two unstressed syllables are reduced to / /.

2. Explain that some words have more than one stressed syllable. Give this example:

dis-en-tan-gle /ˌdɪsɪnˈtæŋgəl/

The line above the word indicates that the next syllable has the primary (or main) stress. The line below the word indicates that the syllable has a secondary stress (that is, it is slightly stressed). So in the example, 'tan' is strongly stressed, but 'dis' is also given slightly more stress than the other syllables.

LEARNING THE SOUND AND SPELLING

Suggest this possible technique for using the dictionary to learn the sound and spelling of a word:

.1 Look at the word and its phonetic representation. Check the number of syllables.

.2 Identify the stressed syllable. Say the word a few times, tapping the rhythm with your finger, and emphasising the stressed syllable.

.3 Check the spelling. Compare the spelling with the pronunciation. Say the word, looking at the spelling

but pronouncing the word correctly.

.4 Look away from the dictionary. Say the word a few times, imagining the written word.

END OF PART ONE

SESSION TWO PART TWO

90 minutes

ACTIVITY ONE: ALPHABETICAL ORDER

1. Divide the teachers into pairs or groups of three. Distribute copies of Worksheet Three, and ask teachers to look at Section A.

Ask them to copy the words in alphabetical order.

2. Check the answers. The correct order should be:

1. holiday	6. homely
2. Holland	7. home-work
3. hollow	8. homing
4. holly	9. homograph
5. holy	10. homophone

ACTIVITY TWO: HEADWORDS

1. Ask teachers to look at Section B on their worksheet. In pairs, they should think of one or two words that might appear between each pair of headwords.

2. Go through the answers, getting suggestions from different teachers. Possible answers:

i) Duty-free - Early: dwarf, dwell, dynamic, each, eager, eagle, ear.

ii) Finally - Finish: finance, find, fine, finely, finger.

iii) Largely - Laugh at: larva, last, lastly, late, later, lately, latter, laugh.

iv) Thought - Through: thoughtful, thoughtless, thread, threaten, three, three-quarters, throat.

ACTIVITY THREE: PHONETIC SCRIPT

1. Ask teachers to look at Section C on their worksheet. In pairs, they should practise reading the words aloud.

2. Go through the words together.

The words are:

beat	dish	then	jacket	farm
logs	horse	young	loose	muddy
nurse	paper	rice	boy	house
cheer	tooth	where (wear)	viewer	pleasure

ACTIVITY FOUR: STRESS MARKS

1. Ask the teachers to look at Section D on their worksheet. In pairs, they should practise reading the words aloud, stressing the syllables indicated by the marks.

2. Go through the words together.

The words are (stressed syllables underlined):

collection	interesting	discontent
dissatisfaction	excessive	fantasy
finally	stomach	linguistics
luxurious	mathematical	syllable
northward	overpopulation	preposition

ACTIVITY FIVE: USING A DICTIONARY

1. Divide the teachers into their pairs again, and distribute copies of Worksheet Four, which shows a page from the Longman Dictionary of Contemporary English.

In their pairs, teachers should answer the questions by referring to the dictionary page. They should note down their answers briefly on a separate piece of paper.

2. Go through the answers together. Use this as an opportunity to explain particular features of the dictionary, and to answer any questions the teachers may have.

Answers:

1. i) In Scotland.
   ii) Buildings (especially blocks of flats).
   iii) A royal person (e.g. a prince).
   iv) The sea reaches its highest point on the shore.

2. i) Used about people, it means 'full of fun'. Used about animals, it means 'nervous, hard to control'.
   ii) A high-pitched sound = having a high sound level.
   A high-pitched roof = sloping steeply.

   (Point out that some words have more than one meaning. This is indicated by numbers (1, 2, etc.) in heavy print).

3. i) highlight: noun or verb
   high-speed: adjective
   hijack: noun or verb
   highway: noun

   (Point out the abbreviations: n, v, adj, adv.

Explain that when a word is used as e.g. a noun and a verb, it appears twice:

e.g. highlight[1] n

highlight[2] v

4. i) We'll show you a film of the highlights of the competition, as there isn't time for the whole thing.

ii) Your ticket will cost more if you fly during the high season in summer.

iii) A high-pressure salesman may make you buy something you don't want.

(Point out that examples are given in italics, and definitions are given in ordinary print).

END OF MODULE

MODULE 42: STUDY SKILLS

WORKSHEET THREE Session Two Part Two

A. Put the words below into alphabetical order.

homely	Holland	homing	homophone	homework
holy	holly	hollow	holiday	homograph

P. Write down any words which could appear in a dictionary between each of these pairs of headwords:

i) Duty-free - Early
ii) Finally - Finish
iii) Largely - Laugh at
iv) Thought - Through

C. Read these words aloud:

/biːt/ /dɪʃ/ /ðen/ /dʒækɪt/ /faːm/
/lɒgz/ /hɔːs/ /jʌŋ/ /luːs/ /mʌdi/
/nɜːs/ /peɪpə/ /raɪs/ /bɔɪ/ /haʊs/
/tʃɪə/ /tuːθ/ /weə/ /vjuːə/ /pleʒə/

D. Read these words aloud. Pay attention to the stress.

/kəˈlekʃən/ /ˈɪntrestɪŋ/ /ˌdɪskənˈtent/
/dɪˌsætɪsˈfækʃən/ /ɪkˈsesɪv/ /ˈfæntəsi/
/ˈfaɪnəli/ - /ˈstʌmək/ - /lɪŋˈgwɪstɪks/
/lʌgˈzjʊrijəs/ /mæθəˈmætɪkəl/ /ˈsɪləbəl/
/ˈnɔːθwəd/ /ˌəʊvəpɒpjʊˈleɪʃən/ /prepəˈzɪʃən/

MODULE 42: STUDY SKILLS

WORKSHEET FOUR

Session Two Part Two

high·land /ˈhaɪlənd/ *adj, n* [Wa5] (of) a mountainous area

high·land·er /ˈhaɪləndəʳ/ *n* (*often cap.*) a person from a mountainous land, esp. in Scotland

Highland fling /,·· ˈ·/ *n* a Scottish dance

High·lands /ˈhaɪləndz/ *n* [*the* + P] the mountainous area of Scotland

high-lev·el /,· ˈ··/ *adj* [Wa2;A] **1** at a high level **2** in or at a position of high importance: *high-level peace talks*

high-life /ˈ· ·/ *n* **1** [(*the*) U] the enjoyable life of the rich and fashionable, which includes lots of amusement, good food, etc. —see also HIGH[1] (2) **2** [U] a type of music and dance popular in West Africa

high·light[1] /ˈhaɪlaɪt/ *n* [*often pl.*] **1** *tech* the area on a picture or photograph where most light appears to fall **2** an important detail which stands out from the rest: *We'll show you a film of the highlights of the competition, as there isn't time for the whole thing*

highlight[2] *v* [T1] to pick out (something) as an important part, throw attention onto

high·ly /ˈhaɪli/ *adv* **1** (*esp. before adjectives made from verbs*) to a high degree (HIGH); very: *highly pleased|highly skilled|highly interesting|highly enjoyable* **2** **a** (very) well: *highly paid|He speaks very highly of the boy's behaviour* **b** very much; more so than usual: *highly SALTed*

highly-strung /,·· ˈ·/ also **high-strung** *adj* nervous, excitable

high mass /,· ˈ·/ *n* [C;U] a MASS (= type of church service) with singing and music

high-mind·ed /,· ˈ··/ *adj* (of people) having high principles, perhaps too high —**~ly** *adv* —**~ness** *n* [U]

High·ness /ˈhaɪnɪ̣s/ *n* [C9;N9] (a title used of or to certain royal persons): *His Her Your Highness|His Highness Prince Leopold*

high noon /,· ˈ·/ *n* [U] see HIGH[1] (6)

high-oc·tane /,· ˈ··/ *adj* [Wa1] (of petrol) of a high OCTANE number, that shows good quality

high-pitched /,· ˈ·/ *adj* **1** (of a sound or voice) having a high PITCH[3] (7) (sound level); not low or deep **2** (of a roof) sloping steeply

high-pow·ered /,· ˈ··/ *adj* [Wa2] showing great force (in an activity): *high-powered selling methods|a high-powered car|high-powered politicians*

high-pres·sure[1] /,· ˈ··/ *adj* **1** (of a machine or substance) which uses or is at high pressure **2** (of an action, job, or person) carried out or working with great speed and force: *A high-pressure salesman may make you buy something you don't want*

high-pressure[2] /ˈ· ,··/ *v* [T1(*into*)] *esp. AmE* to make (someone) do or buy something by HIGH-PRESSURE[1] (2) methods

high priest /,· ˈ·/ *n* the chief priest, as in a temple

high-prin·ci·pled /,· ˈ···/ *adj* honourable

high-rank·ing /,· ˈ··/ *adj* [Wa2;A] of high rank

high re·lief /,· ·ˈ·/ *n* [U;C] (an example of) a form of art in which figures are cut out of the stone or wood surface of a wall so that they stand well out from the background, which has been cut away —compare BAS-RELIEF

high-rise /ˈ· ·/ *adj* [Wa5;A] **1** **a** (of buildings, esp. blocks of flats with several floors) built very high **b** concerning buildings of this type **2** higher or taller than usual, as of the HANDLEBARs of a bicycle —**high rise** *n*

high·road /ˈhaɪrəʊd/ *n* **1** *esp. BrE* a main road; broad HIGH STREET: *got it at a shop in Kilburn High Road* **2** the easiest or best way: *the highroad to health* —compare HIGHWAY

high school /ˈ· ·/ *n* [C;U] *esp. AmE* (*caps. in names*) a SECONDARY school esp. for children over age 14

high seas /,· ˈ·/ *n* [*the* + P] the oceans of the world which do not belong to any particular country

high sea·son /,· ˈ··/ *n* [(*the*) U] the time of year when business is greatest and prices are highest: *Your ticket will cost more if you fly during (the) high season in the summer*

High Sher·iff /,· ˈ··/ also **Sheriff** *n* the royally-appointed chief officer in an area (COUNTY) of Britain with various duties in courts and in ceremonies

high-sound·ing /,· ˈ··/ *adj* (of words, ideas, etc.) which are grand in style but have no meaning

high-speed /,· ˈ·/ *adj* [Wa5;A;(B)] which travels, works, etc., very fast: *high-speed gas* (said to cook food quickly)

high-spir·it·ed /,· ˈ···/ *adj* [Wa2] **1** (of a person, esp. a child or woman, or of behaviour) full of fun; adventure-loving **2** (of an animal, esp. a horse, or of animal behaviour) active, esp. nervously active, and hard to control

high spot /ˈ· ·/ *n* the most important part of an activity, esp. one remembered with pleasure

high street /ˈ· ·/ *n BrE* (*often caps. esp. when used as or in a name*) the main street of a town: *Camden High Street|"A Shop in the High Street"* (title of Czech film in Britain)

high-strung /,· ˈ·/ *adj* [Wa2] HIGHLY-STRUNG

high ta·ble /,· ˈ··/ *n* [U] (esp. in Britain) the table at which the teachers (DONs) at a college eat, which is at a level raised above that of the area where the students eat

high tea /,· ˈ·/ *n* [U;(C)] *BrE* an early-evening meal taken in some parts of Britain instead of afternoon tea and late dinner, and at a time between the times of those meals

high-ten·sion /,· ˈ··/ *adj* which carries a powerful electrical current: *high-tension wires*

high tide /,· ˈ·/ *n* **1** [U;C] the moment when the water is highest up the sea shore because the TIDE has come in **2** [C *usu. sing.*] the point on the shore which the water reaches at this moment **3** [C *usu. sing.*] the highest point of success

high time /,· ˈ·/ *n* [U] see HIGH[1] (6)

high-toned /,· ˈ·/ *adj* concerned with great aims (of speeches, ideas, etc.)

high trea·son /,· ˈ··/ *n* [U] the crime of putting one's country or its ruler in danger by giving help to their enemies, as by a plan to kill the king, or by giving important secrets to foreign powers

high wa·ter /,· ˈ··/ *n* **1** [U;(C)] the moment when the water in a river is at its highest point because of the TIDE **2** [C *usu. sing.*] the point on the river bank which the water reaches at this moment **3** **come hell or high water** *BrE* (in spite of) whatever difficulties there may be

high water mark /,· ˈ·· ·/ *n* **1** a mark showing the highest point reached by a body of water, such as a river **2** the highest point of success

high·way /ˈhaɪweɪ/ *n* **1** *esp. AmE* a broad main road used esp. by traffic going in 2 directions, and often leading from one town to another **2** HIGHROAD (2)

Highway Code /,·· ˈ·/ *n* [(*the*) R;(C)] (in Britain) (a copy of) the official list of rules for the behaviour of drivers on the road

high·way·man /ˈhaɪweɪmən/ *n* **-men** /mən/ (in former times) a man who used to stop horsemen and carriages on the old roads, which were unlit and badly made, and rob them of their money

hi·jack[1] /ˈhaɪdʒæk/ *v* [T1] to take control of (a vehicle or aircraft) by force of arms, formerly for the purpose of stealing, now more often for other aims, such as political ones —**~er** *n* —**~ing** *n* [U;C]

hijack[2] *n* a case of HIJACKing

Questions

1. i) Where are the <u>Highlands</u>?

   ii) Do we use the word <u>high-rise</u> to describe:
      - a) the sea?
      - b) buildings?
      - c) mountains?

   iii) To what kind of person would you say: "<u>Your Highness</u>"?

   iv) What happens at <u>high tide</u>?

2. i) The word <u>high-spirited</u> has two slightly different meanings. What are they?

   ii) We use the word <u>high-pitched</u> to describe sounds, and also roofs. What does it mean in each case?

3. Which of these words are nouns? Which are verbs? Which are adjectives?

   highlight   hijack
   high-speed   highway

4. Find the <u>examples</u> which show how these words are used:
   i) highlight
   ii) high season
   iii) high-pressure

MODULE 42: STUDY SKILLS

HANDOUT: STUDY SKILLS

I. Approaching a book

1. Read the back cover of the book to see what it is about.
2. Quickly look at the contents pages to see what topics the book covers.
3. Look in the index to see if the book deals with topics you are interested in.
4. If the book seems to contain the information you want, look at the preface or introduction.
5. Read only the chapters or parts of chapters you are most interested in.

II. Reading skills

1. Do not keep stopping to look up words in the dictionary. Try to guess the meaning of words you do not know.
2. Practise skimming: reading quickly through a text to get the general idea of what it says.
3. Practise scanning: looking through a text to find particular information.

III. Using a dictionary

1. Quickly find the page you want by looking at the headwords at the top of each page.
2. Use the dictionary to check:
   - i) the spelling of a word
   - ii) the pronunciation of a word
   - iii) the meaning of a word
   - iv) examples of how a word is used
   - v) grammatical information (e.g. Is the word a noun or an adjective? What is the plural form?)
3. A technique for learning the sound and spelling:
   - i) Look at the word and the pronunciation. Identify the stressed syllable.
   - ii) Say the word a few times, tapping the rhythm with your finger.
   - iii) Check the spelling, and compare it with the pronunciation. Say the word, looking at the spelling.
   - iv) Look away from the dictionary. Say the word a few times, imagining the written word.
   - v) Use the word in a sentence (examples are often given in the dictionary).

MODULE 43 : ROLE PLAY

SESSION ONE

Part One — 45 minutes

Role and situation
Types of role play
The value of role play

Part Two — 75 minutes

Role play based on a dialogue
Planning a role play
Role play based on a text
Reserve activity: Preparing a role play

SESSION TWO

Part One — 40 minutes

Free role play

Part Two — 80 minutes

Preparing a free role play in class
Free role play in groups
Situations for free role play

CONTENTS

1 Worksheets
There is ONE Worksheet. Enough copies should be made to give one to every teacher on the course.

2 Handouts
There is ONE Handout. A copy should be given to every teacher to take away at the end of the training session.

Note: For the activities in Session One Part Two, teachers will each need a copy of Welcome to English, Students' Book 2.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. to show teachers what role play is and why it is important.

2. To show teachers techniques for organising role plays in their own classes.

Role play is widely regarded as an important way of bringing creative and communicative language use into the classroom. However, few teachers actually use role play in their own classes, and those who do often find it difficult to organise role play activities successfully. This module focusses on role play techniques which can be used with large classes. Session One shows how to organise simple role play activities based on a dialogue or a text in the book. Session Two shows how to prepare freer role play activities, more loosely based on topics covered in the textbook.

This module further develops ideas which were introduced in earlier modules, especially:

Using Dialogues (6)	(improving parts of a dialogue)
Meaningful Practice (14)	(setting up an imaginary situation)
Exploiting a Text (16)	(asking questions on a text)
Eliciting (27)	(getting pupils to ask questions)

The free role play activities in Session Two include a preparation stage to be done in pairs or groups. Basic techniques for organising pair- and groupwork are dealt with in Pairwork (Module 28).

SESSION ONE PART ONE

45 minutes

ROLE AND SITUATION

1. Begin by asking the teachers what they think is meant by the term "role play". Get teachers to give as many of their own ideas as possible, but if they do not mention the following key points, you should do so yourself:

.1 In role play, we ask pupils to imagine. They may imagine:

i) a different role - in other words, they pretend to be someone else (e.g. a policeman);

ii) a different situation - in other words, they pretend to be doing something else (e.g. buying clothes in a shop).

.2 In role play, pupils improvise - they know the situation, but they make up the exact words to say as they go along. (In other words, reading a dialogue aloud is not the same as role play.)

.3 Role play is a communicative activity - the language must come from the pupils using it, and must be used to communicate information. Reading a dialogue is not role play.

If you like, summarise these points on the board/OHP:

ROLE PLAY

Pupils: - imagine a role
- imagine a situation
- improvise language
- communicate information

2. Give two demonstrations of role play. The first one focusses on role and the second one on situation.

Demonstration One

.1 Choose one teacher and ask a few real questions about his/her work and daily routine:

e.g. What's your job?
What time do you go to work?
What do you usually do? Tell me about a typical day.
Do you enjoy your work? Why?/Why not?

.2 Choose another teacher (or one of the trainers). This time, tell him he is a <u>policeman</u>. Ask the same questions about his work and daily routine.

After the demonstration, discuss it with the teachers. Point out that the <u>second</u> part was a simple kind of role play: the "pupil" had to imagine that he was someone else, and give appropriate replies.

Ask teachers to suggest other roles that could be used for this activity.

(Possible answers: any occupation that is familiar to the pupils, such as postman, doctor, farmer, shopkeeper, etc.)

<u>Demonstration Two</u>

For this demonstration, choose either a good teacher or a colleague to be your "partner". It may help to prepare the situation beforehand, but do <u>not</u> write out a dialogue - it <u>must</u> be improvised!

.1 Tell the teachers the situation:
- You (the trainer) want to stay in a hotel.
- Your partner is the receptionist at the hotel.
- You are asking about a room.

.2 Improvise the conversation with your partner:
- Ask him if there is a room free.
- Tell him how long you want to stay.
- Ask about the room (bathroom, view, etc.)
- Ask about meals.

After the demonstration, discuss it with the teachers. Point out that for this role play, pupils have to imagine a situation. One pupil also adopts a role (the receptionist) - the other pupil plays the part of "himself", but as a traveller.

3. Point out that the roles and situations which we ask pupils to imagine may be <u>familiar</u> to them, because they are close to their own experience, or may be <u>unfamiliar</u>. In general, the less familiar a role or situation is, the more <u>difficult</u> it will be.

Give these examples, and ask teachers to comment on how difficult each one would be for pupils (suggested answers are given after each one):

i) Pupils imagine they are planning a trip to Aswan. (Very easy. This is something they might do in real life, so they have to imagine very little.)

ii) Pupils imagine they are their parents, planning a holiday for the family.
(Slightly more difficult - they have to imagine what

kind of things their parents might say. But still quite easy - they know their parents very well.)

iii) One pupil imagines he is a policeman telling a second pupil - a car driver - to move his car. (Much more difficult. This is within their experience - they have probably seen such a situation - but they need to use a lot of imagination to "become" a policeman or a driver.)

iv) Pupils imagine they are prisoners, planning an escape from prison.
(Very difficult. The situation is completely unfamiliar, although they may have read of similar situations in books, or seen them on television.)

4. Ask teachers to suggest roles and situations that would be fairly easy for prep school pupils to imagine.

Suggested answers:

i) Roles. People familiar to them from everyday life: e.g. parents, brothers, sisters, teachers, shopkeepers, farmers, etc.

ii) Situations. Any situation which they see or take part in in everyday life, as well as others they might read about in books. Any situation which is in the textbook.

TYPES OF ROLE PLAY

- Briefly introduce the different types of role play which this module deals with. Do not go into detail at this stage, as they will be covered more specifically later. The 3 main types are:

1. Role play based on a dialogue
Using prompts, pupils perform roles from a dialogue which has already been presented and practised; their conversation should be similar to, but not exactly the same as the dialogue.
("Welcome to English" contains few written dialogues, but the picture dialogues are ideally suited to this type of role play, as they avoid the possibility of pupils' reading from a script.)

2. Role play based on a text
After presentation and practice of a suitable text (e.g. a text describing a visit to the zoo or a well-known town, etc.), one pupil takes the part of a character in the text and answers questions about the visit; alternatively, role plays based on "what happened next" (i.e. follow-up to the text), or "what would happen if..", can be used.

3. "Free" role play
Pupils are given roles in an imaginary situation (e.g. reporting a theft to the police) and asked to improvise the conversation which takes place.

THE VALUE OF ROLE PLAY

Ask the teachers these questions, and try to elicit the points given after each one:

.1 Why do role play? What are its advantages?

i) Role play allows pupils to go beyond guided dialogues and develop their ability to communicate in English. It differs from guided dialogue because it is more spontaneous.

ii) Because of this, the conversation produced in a role play is more natural, as it is not rehearsed and is unpredictable, except in following the broad framework of the roles and the situation.

iii) Children (and even adults) often imagine themselves in different situations and roles, and role play builds on this. It is a kind of game, in which players act out parts that they invent. Always talking about real life can become very dull - the chance to imagine different situations adds interest and motivation to the lesson.

iv) It gives a chance to use language in new contexts and about new topics. This means that the language is used creatively, rather than merely reproducing previously-learned language.

.2 When should role play be used?

Role play is an activity used in practising language. It gives pupils a chance to use language they have already learned, in new and communicative ways, to create new ideas and situations. It should therefore be used after presentation and drill of new items.

.3 How long should role play last? And how often should we use role play?

i) A single role play performance should be kept fairly short, at least with pupils in the early stages of learning English. A single role play (between two or three pupils) will usually only last about a minute, or less.

ii) A whole role play activity, with several pairs performing in turn, could be used once or twice a week - perhaps taking up the last few minutes of a lesson. Freer role play activities, not connected with the textbook, might be used occasionally, perhaps once or twice a term.

END OF PART ONE

SESSION ONE PART TWO 75 minutes

ACTIVITY ONE : ROLE PLAY BASED ON A DIALOGUE

1. Start by giving the teachers an example of a role play based on a dialogue from Welcome to English. Ask them to look at Students' Book 1, Unit 12, Lesson 1, page 79: "Which bus goes to Port Said?" Read through the dialogue and ask teachers to imagine that it has been presented and practised. You will now demonstrate a role play activity based on it.

2. Write these prompts on the board to guide the role play:

WHICH? (WHERE?) WHEN? HOW LONG? THANKS

Talk as you write, to show what the prompts mean.

E.g.
1. Which is our bus? (Where is the bus for Port Said?)
2. When does it leave?
3. How long is the journey?
4. At the end, thank the driver. What might he say?

3. Call two teachers to the front: one is Bill, the other is the driver. They should improvise a conversation, using the prompts to help them. Point out that:

   i) the conversation should be similar to the one in the textbook, but not exactly the same. They can think of different places, times, etc. and the form of the questions and answers can be different;

   ii) the conversation should be kept short - it should certainly be no longer than the one in the book.

4. Call out a few other pairs of teachers in turn. Ask them to have other conversations based on the prompts. You could, if you wish, "guide" the conversations by giving instructions:

   e.g. You want to go to Alexandria.
   (The bus leaves) at two o'clock.
   etc.

5. Point out that

   i) this is a very simple conversation, and does not offer much scope for creativity (this does not mean

that it is of no use - on the contrary, it is well-suited to near-beginners of English);

ii) only two "pupils" were speaking at any one time, and the rest of the "class" were listening. In order to involve the whole class, it could be performed in pairs, with each pair acting their conversation at the same time as the others, and the teacher going round the class to supervise.

ACTIVITY TWO : PLANNING A ROLE PLAY

Point out that, in order to make a role play work successfully, the teacher should be well-prepared, and know exactly how s/he will organise the role play, in the classroom. Preparation should include

i) knowing how pupils will be chosen to play roles (at random or following some order? by the teacher or by the other pupils? etc.);

ii) knowing how the role play may develop (e.g. the kind of language that will be used);

iii) knowing what prompts (if used) to write on the board, or on "cue-cards" for the pupils to look at during the play (see also Module 44: "Making and Using Workcards");

iv) knowing how the role play will be performed (a demonstration in front of the class? by separate pairs? in groups? etc.);

v) knowing how long the role play should last - and when to stop it, if necessary;

vi) knowing how to follow up the role play (practise items which caused problems? a piece of writing based on the role play? etc.) in the same or a following lesson.

1. Ask teachers to look at Welcome to English, Students' Book 1, Unit 13, Lesson 8a, page 94: "A conversation on the bus". Guide them through the stages of preparing a role play based on this dialogue by asking these questions (suggested answers are given after each question):

.1 What other, shorter conversations could be developed, based on this dialogue?

- Using the second half of the dialogue (the whole dialogue would be too long), the character of Bill can be given different nationalities and/or different jobs, etc.

.2 What roles could the pupils take?

- They could act themselves, meeting a foreigner, or they could use the roles in the dialogue in the book, etc.

.3 What prompts could be used to guide the role play?

- Prompts should guide, but not control the play too much - question prompts are usually most suitable.

  Possible prompts here are:

  Where ... from?
  What...job?
  What..do?
  ...like Egypt?

  The teacher should explain the prompts as s/he writes them on the board:

  Where does the foreigner come from?
  What is the foreigner's job?
  What does s/he do in the job?
  Does s/he like Egypt?

NOTE: This is only one possible answer - try to get teachers to make their own suggestions before you make yours.

2. Now try out the role play, using the prompts which you have agreed with the teachers. Do this in the same way as in the example - call pairs of teachers to come to the front in turn and improvise a conversation.

   Again, if you like, you can guide the conversation by giving instructions, such as:

   You are a travel writer, preparing a book about Egypt.
   You are a British student, learning Arabic.
   etc.

ACTIVITY THREE: ROLE PLAY BASED ON A TEXT

Stories are a wonderful stimulus for role play, and can be used in a variety of ways.

1. Ask teachers to read, as an example, "Shoo the Scarecrow", in Welcome to English, Students' Book 2, Unit 7, page 57.

They should imagine that it has been presented and practised, and that pupils are familiar with the language in it.

2. In groups of 3 or 4, teachers discuss what role play activities could be based on the text.

Suggested answers:

i) The interview - one pupil plays the part of the scarecrow (or the farmer, or the bird) and answers questions asked by the class.

ii) "What happens next?" - In pairs, pupils perform the conversation which takes place after the bird comes back again.

iii) "What would happen if....?" - For example, the farmer no longer wants the scarecrow. Pupils perform the conversation between the bird and the scarecrow after they hear the news.

iv) Improvising (i.e. not using the book) - pupils act out a scene from the story, such as the making of the scarecrow's face.

3. Demonstration One : The interview

.1 Read through the text and then ask one teacher to come to the front and take the role of the scarecrow (or the farmer, or the bird).

.2 The other teachers ask him/her questions about his work, his friends, what he would like to be, etc.

N.B. Teachers can ask questions which have answers in the text, or questions which must be answered from the scarecrow's imagination. The scarecrow does not have to answer using the exact words in the text.

After the demonstration, ask teachers to give their opinions on the value of role play of this type. Make these points, if the teachers do not do so themselves:

i) It is a way of bringing the text to life and making it seem real to the pupils.

ii) It is a more interesting and meaningful way to practise the important language of the text, than merely doing the exercises.

iii) It is simple to organise, even with large classes.

- A disadvantage of the interview role play is that only one pupil is answering the questions. To involve everyone in the class, ensure that all the other pupils prepare questions.

4. Demonstration Two : Improvising

.1 Choose a scene from the story (possibly the one suggested above, about the making of the scarecrow's face) and improvise the conversation which took place, either with another trainer or with one of the teachers.

.2 Again, ask teachers to say what they think are the advantages of an improvised role play of this type. Make sure that these points are made:

i) The points made for the interview role play are valid, although the organisation is a little more complex here.

ii) It is possible for the whole class to undertake this type of role play at the same time.

iii) Because there is only limited guidance on the conversation, pupils are obliged to be inventive.

- A disadvantage is that this type of role play can only be used with pupils who have experience of more controlled role plays - it is not an activity for beginners.

Teachers should remember to:

- make sure the pupils are given enough time to think and enough time to practise;
- walk round the classroom casually, listening to conversations (but they should not interrupt unless absolutely necessary).

If they wish, and if there is time, teachers can choose one or two pairs to perform in front of the class.

5. Divide the teachers into their pairs again. Give out copies of Worksheet One and ask them to look at Section A. For each of the texts given, they should:

i) (If interview technique is used) decide what role the pupil at the front could take;

ii) think of some questions the other pupils might ask;

iii) suggest other types of role play using this text (e.g. "What would happen if...?" and the roles that pupils would take).

RESERVE ACTIVITY : PREPARING A ROLE PLAY

1. Divide the teachers into pairs or groups of three. Ask them to look at Section B on their copies of Worksheet One. They should examine each dialogue and discuss:

   i) How it could be used for role play.

   ii) What prompts could be written on the board (or on cue cards).

Emphasise that the conversations must be short and must not follow the presentation dialogue exactly.

Go round the class, giving help where necessary and checking the prompts that teachers are writing.

2. When most pairs have finished, stop the activity. Discuss each dialogue together and ask teachers to tell you what prompts they wrote.

3. Taking each dialogue in turn, ask a teacher to come out and organise two or three short role plays, following the procedure which you demonstrated.

Points to watch for:

   i) The teacher should write the prompts clearly on the board and explain them as s/he writes. (This would not be possible with cue cards, which are best used with pupils who have more experience of role play.)

   ii) During the role play, the teacher must stand aside and let attention be focussed on the "performers".

   iii) S/he should not interrupt the performers unless it is absolutely necessary, but may help them by pointing to prompts on the board.

END OF SESSION ONE

MODULE 43: ROLE PLAY

WORKSHEET ONE Session One Part Two

SECTION A : ROLE PLAY BASED ON A TEXT

Look at each of the texts below and:

1. Discuss how it could be used for a role play.

2. If interview role play is used, what role could the pupil at the front take?

3. What other type(s) of role play could the text be used for?
   (e.g. "What would happen if...?" and the roles pupils would take.)

Book 1, Unit 17, Lessons 3 & 4: "El Laila el Kebira."
Book 2, Unit 1, Lessons 7 & 8: "Cinderella"
Book 2, Unit 4, Lesson 8: "The very big onion."

SECTION B : PREPARING A ROLE PLAY (Reserve Activity)

Look at each of the dialogues below and:

1. Discuss how it could be used for a role play.
   - What roles could the pupils take?
   - What different conversations could they have?

2. Write a set of prompts which could be used on the board, or on "cue cards".

Book 1, Unit 10, Lesson 1a: "These and those."
Book 1, Unit 11, Lesson 5a: "Good morning, good evening, good night."
Book 2, Unit 8, Lesson 6a: "How do you like your tea?"
Book 2, Unit 10, Lesson 5: "Have you ever been there?"

SESSION TWO PART ONE

40 minutes

FREE ROLE PLAY

Tell the teachers that in Session One you showed how to organise role play based on dialogues and texts in the textbook. In this session you will deal with freer kinds of role play, using situations which are different from those in the textbook.

Demonstrate a "free" role play.

Take one role yourself and ask a colleague or a good teacher to take the other. It may help to prepare the role play beforehand, but do not write out a dialogue - it should be improvised.

Follow these steps:

.1 Tell the teachers the situation:

Your partner has lost his suitcase - he thinks someone stole it. He reports it to the police. You are now at the police station. You (the trainer) are the policeman.

.2 Improvise the conversation with your partner:

Ask him where, when and how he lost his suitcase.
Ask him to describe it.
Ask him what it contained.
etc.

After the demonstration, make these points:

.1 The role play activities in Session One were all based on lessons in the textbook. They used the same language and situations as in the lesson itself. So they didn't require any special preparation by the pupils.

.2 The role play you just demonstrated was not based on a text or dialogue. The pupils themselves would have to decide what language to use and how the conversation should develop. So the teacher would have to give them time to prepare the role play, otherwise it would be very difficult to do.

Ask the teachers: How can we help pupils to prepare for a role play like this?

As far as possible, elicit ideas and suggestions from the teacher. First consider how to prepare for a role play in

class. Make these points, and give examples from the role play you demonstrated:

.1 The teacher could prepare with the whole class, by:

- Discussing what kinds of questions or remarks the speakers might make (e.g. the policeman would ask how the man lost his case). The pupils could then think of the actual questions.

- Writing prompts on the board to guide the role play (e.g. steal/stole/stolen; there was/were some .... in it).

.2 The teacher could divide the class into pairs, and:

- Let them discuss together some of the things they might say.

- Let them all "try out" the role play privately, before he calls on one pair to act it out in front of the class.

Now consider how pupils could prepare a role play for homework, to be performed later in class. Outline one way in which this could be organised:

.1 Pupils divide into pairs or small groups, choosing their own partners. The teacher gives four or five different situations for role play (he could use Arabic for this). Each group chooses one of them.

.2 In their own time (outside the class), each group prepares their role play. They can ask the teacher for help, but the teacher should not give them ready-made dialogues to learn.

.3 The teacher arranges a time for each group to perform their role play. This can be spread over several weeks, with just five minutes of a lesson being used for two or three groups' role plays.

Now make the point that co-operation between members of the group is vital, since those who take part in the preparation will learn as much as those who take part in the actual performance. To encourage co-operation, it is necessary to provide some form of incentive. Possible incentives are:

.1 The teacher could give a mark to each group or to each pupil, based on fluency and the ability to improvise.

- The disadvantage of this is that the mark may become the most important part of the activity, shifting the focus away from fluency and

improvisation, and towards accuracy. However, fluency is the major objective in role play, and errors of accuracy should be ignored, unless they completely prevent communication.

- Another problem with giving marks is that pupils feel less relaxed because the role play becomes a kind of test, and this will hinder fluency.

.2 The pupils themselves can provide evaluation. This is done by taking one member of each group, and forming a "jury." The jury awards points to each play, based on its assessment of the play as a whole, rather than in terms of individual aspects like fluency, improvisation, etc.

- This has the advantage of providing an incentive to co-operate to produce the best role play, while creating a more relaxed atmosphere, because the evaluation is performed by other pupils, rather than the teacher. It is also more enjoyable for all concerned. The jury members are obliged to concentrate on the role play, perhaps to a greater extent than they would otherwise. However, it should be made clear that the jury's role is not to criticise the pupils performing the play, but just to give their overall impression; this could be points on a scale of 1 to 10, or grades on a scale from A to E, etc. The marks should be for the group as a whole, and they should not be recorded for individual end-of-term marks, etc.

END OF PART ONE

SESSION TWO PART TWO 80 minutes

ACTIVITY ONE : PREPARING A FREE ROLE PLAY IN CLASS

1. Give a demonstration of how to prepare a free role play in class, following the ideas you outlined in Part One.

Follow these steps, using the teachers as pupils:

.1 Tell the class the situation:

A man (or woman) wants to rent a flat for his/her family. He/She is visiting the owner of the flat to find out about it.

.2 Elicit from the class what the man might ask about (e.g. the rent, how many rooms it has, whether it has hot water), and what the owner might ask (e.g. the man's job, his family). Build up two lists of topics on the board:

A	B
rent?	work?
rooms?	children?
bath/shower?	pets?
boiler?	references?
balconies?	how long?
cooker?	
furniture?	
noise?	

Do not specify exactly what questions the people would ask, but let teachers make suggestions if they like.

.3 Divide the class into pairs or groups of three. Ask them to practise having the conversation. One person in each pair should take the role of the man looking for the flat, the other should be the owner (in groups of three, two people can be a couple looking for a flat).

.4 Ask two or three pairs to come to the front in turn and improvise the conversation.

2. After your demonstration, discuss the technique with the teachers. Encourage them to comment on the advantages and disadvantages of preparing role play in this way:

.1 The pairwork practice stage helps pupils to become fluent, and gives the whole class a chance to be involved. When the pairs perform, all the pupils should then be more interested in listening to them.

.2 It is difficult to control the language used by the pupils. Some teachers may worry about pupils making mistakes (although this does not matter, as the aim is fluency rather than accuracy).

.3 The preparation takes up class time, so an activity like this would only be done occasionally. However, the preparation is not wasted time - it provides very useful language practice, and makes pupils interested in the language they will need for the role play.

ACTIVITY TWO : FREE ROLE PLAY IN GROUPS

In this activity, teachers prepare different role play situations in groups. The procedure is the same as they would use themselves if they gave groups of pupils situations to prepare for homework. In class, they would probably need to use Arabic.

1. Divide the teachers into groups of three or four. Give each group one of these situations to prepare:

i) Two people bought a nylon bag. Later, when they were carrying some shopping in it, it broke. They go back to the shop and demand their money back. (3 roles)

ii) Two businessmen are booking rooms in a hotel. They want to stay for a few nights. They find out about the rooms, the cost of meals, extras, etc. (3 roles)

iii) Four friends discuss where to go for a summer holiday. Two would like to go camping at Mersa Matruh, the other two would rather stay in a holiday village on the Red Sea. They try to persuade each other. (4 roles)

iv) Two students get into conversation with an American tourist. They find out where he has been in Egypt and what he plans to do. They suggest other plans and other things to do. (3 roles)

v) Two people are standing on a bridge at night. A policeman is suspicious of them, and wants to know what they are doing there. (3 roles)

vi) Two friends go to a restaurant to celebrate a birthday. They order a meal, and the waiter helps them to choose. (3 roles)

vii) A married couple from another planet come to Earth, and land in Egypt. They meet an Egyptian married couple. They compare their way of life. (4 roles)

Allow about 5-10 minutes preparation time. Go from group to group, giving help where necessary. Teachers may make notes, but they should not write out a dialogue.

2. Call each group out in turn to perform their role play. Before each one, the group should tell the class what their situation is. If you like, ask two or three teachers to form a "jury" to comment on the role plays, as suggested in Session Two, Part One.

3. Discuss the activity with the teachers. Ask these questions:

.1 Did teachers find the role play easy or difficult? Were some roles and situations easier then others? Why?

.2 What are the advantages of giving each group a different situation to prepare? What are the problems?

.3 How can the use of Arabic when preparing and organising the role play be kept to a minimum?

ACTIVITY THREE : SITUATIONS FOR FREE ROLE PLAY

1. Point out that, for free role play activities in their own classes, teachers should choose situations which are not exactly the same as those in the textbook, but which are based on the same general topics. These topics will be familiar to the pupils, and they will be able to draw on language they have already learnt.

Build up on the board this list of topics which are covered in the textbooks, adding any others which teachers suggest:

Pupils' own lives, routine, etc.
School, education.
Home, family
Free time, interests, sports.
Holidays.
Health.
Shopping.
Food and drink.
Places in Egypt.

2. Point out that suitable <u>situations</u> for a role play can be drawn from these topic areas. Give these examples:

i) You meet some foreign visitors. Answer their questions about your school. Ask them questions about their school.

ii) A visitor to your town is ill. Find out what is the matter with him. Tell him where to find a doctor.

3. Divide the teachers into pairs or groups of three. Ask them to think of suitable situations for free role play, based on the topics listed on the board. They should write them down.

4. When most pairs have noted down four or five situations, stop the activity. Ask each pair to read out their situations to the others. Encourage teachers to make notes of good ideas so that they can try them out in their own classes.

END OF MODULE

MODULE 43: ROLE PLAY

HANDOUT : ROLE PLAY

In role play, pupils:
- imagine a role
- imagine a situation
- improvise language
- communicate information

The more familiar the role and situation, the easier the role play will be.

1. Controlled role play

1.1 Role play based on a dialogue in the textbook.
Steps: i) Present and practise the dialogue.
ii) Write prompts on the board (or cue card).
iii) (Two)* pupils come to the front and improvise a similar dialogue.

1.2 Role play based on a text. (3 different techniques)
Steps: i) Present and practise the text, in each case.
A: (If interview technique is used:)
ii) One pupil comes to the front and takes the role of a character in the text.
iii) Other pupils ask him/her questions.
B: (If "What happened next?" technique is used:)
ii) (Pairs)* of pupils imagine and perform the conversation which might take place between (two)* of the characters, in a further episode of the story.
C: (If "What would happen if...?" technique is used:)
ii) (Pairs)* of pupils imagine and perform the conversation that would take place if a particular event occurred after the text.
(E.g. What would happen if the farmer decided he no longer wanted the scarecrow?)

2. Free role play

2.1 Prepared in class.
Steps: i) Give a situation and roles.
ii) Preparation: - discuss what the speakers might say.
- write prompts on BB.
- let pupils practise the role play in (pairs).*
iii) (Two)* pupils come to the front and perform the role play.

2.2 Prepared at home.
Steps: i) Divide pupils into groups. Give each group a different situation and roles.
ii) Each group prepares their role play outside the class, in their own time.
iii) Each group performs their role play in turn (on different days).

(* Sometimes, the conversation might be performed by more.)

MODULE 44: MAKING AND USING WORKCARDS

SESSION ONE

Part One — 40 minutes

Introduction: Workcards
Talk cards
Using a set of Talk cards

Part Two — 80 minutes

Using Talk cards
Making Talk cards

SESSION TWO

Part One — 40 minutes

Introduction
Workcards for reading and writing

Part Two — 80 minutes

Using reading and writing Workcards
Making reading and writing Workcards
Discussion: Producing Workcards

CONTENTS

1 Demonstration Sheets
There are two Demonstration Sheets, one for each session. Enough copies should be made so that there is one between every two teachers on the course. They should be collected in again after they have been used.

2 Handouts
There are five Handouts. A copy of all the Handouts should be given to every teacher to keep. The Handouts are also used as Worksheets in the practice activities.

There are no OHP Transparencies in this module.

Note: For the practice activities in each session you will need:

- at least 50 sheets of typing or duplicating paper;
- one black felt-tip pen between every three teachers on the course.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To show teachers what workcards are and how they can be used.

2. To show teachers how to make workcards for their own classes.

3. To encourage teachers to build up a stock of workcards in their schools which can be shared by other teachers.

Workcards can be a great help to the teacher in organising oral activities in pairs and small groups, and also for simple reading and writing tasks. This module sets out to make teachers more familiar with the idea of workcards, and to show how they can be produced.

The first session of the module shows how Talk cards can be used for oral practice. The second session shows how to use workcards for simple reading and writing activities.

This module is concerned with the use of workcards in class. The use of workcards for homework is introduced in the second level module Homework. This module assumes that teachers are familiar with the basic principles and techniques of pairwork; these are dealt with in the third level module Pairwork (28).

SESSION ONE PART ONE

40 minutes

INTRODUCTION: WORKCARDS

1. As an introduction to the idea of workcards, ask teachers to think about the Worksheets they used in earlier training sessions. Ask them to remember some of the activities they did using worksheets.

Possible examples:

i) Looking at a text and thinking of questions (Exploiting a Text: Reading - 16)

ii) Looking at words and writing examples (Planning a Lesson - 8, Presenting Vocabulary - 1)

iii) Oral language practice (The language modules: The Present Tenses - 9, The Past Tenses - 17, etc.)

Now ask: What was the advantage of having Worksheets? How were they useful?

Answer: They made it easier to organise activities in groups and pairs. The Worksheet gave the group something to look at and talk about - in other words, a focus for the group activity.

2. Point out that the Worksheets which they used in the training sessions were to give them practice as teachers. But they can use the same idea in their own classes to give their pupils practice. These are usually called Workcards, because most teachers prefer to make them on card so that they last longer.

Quickly show the teachers an example of a workcard which you have prepared, so that they can see what it looks like.

Workcards can be used for two main types of activity:

i) Oral practice in pairs or groups. Workcards for this purpose are called Talk Cards.

ii) Simple reading and writing tasks, done by the pupils in pairs or individually. The cards can be used in class or for homework.

INFORMATION-GAP ACTIVITIES

1. Point out that communication is a two-way process in which two people are involved. Neither of the speakers can predict for sure what the other one will say. Information-gap activities can provide the students with realistic communication.

2. Explain that at the beginning of an information-gap activity each pair of students is provided with similar (but different) information, usually in workcards. They exchange information by using relevant language, and not by looking at each other's workcards. At the end of the activity both have the total amount of information.

TALK CARDS

1. Give a demonstration to show how a Talk card can be used. Follow these steps:

.1 Divide the class into pairs or groups of three. Give each pair a copy of Demonstration Sheet One, which shows an example of a Talk card. Quickly check that teachers know the names of all the clothes. Demonstrate one or two examples with one teacher.

.2 The teachers ask and answer in pairs. When most pairs have finished, stop the activity. Then take back all the Talk cards.

2. Now ask these questions, and try to elicit the answers given after each one:

.1 At what stage of the lesson could this activity be done?

i) At the drill stage, perhaps to give further practice after introducing the names of clothes, or;

ii) As a review of clothes vocabulary and structures for asking about prices.

.2 What are the advantages of using Talk cards for this activity? Why not just use the blackboard?

i) Talk cards give the pupils something definite to do in their pairs, and focus their attention.

ii) It would be inconvenient to have the information on the blackboard, because pupils would have to keep turning round to look at it. Using Talk cards is also quicker - the teacher does not have to spend time writing and drawing on the blackboard.

iii) Giving out Talk cards makes a change of activity. It gives the pupils something to look at which is different from the textbook.

.3 What are the characteristics of a good Talk card?

i) It should provide enough practice. The

activity should continue for at least a few minutes, or it is not worthwhile.

ii) It should give practice in language which the teacher has already presented - pupils cannot learn new language from Talk cards.

iii) The instructions must be clear and easy to understand - so they should be in simple English or in Arabic. Pupils should be able to use the card without having to ask the teacher what to do.

.4 What problems are there?

The main one is the work of making the card, and of producing enough copies - there must be at least one copy for every three pupils. However, they only need to be made once - then they can be used again and again, by different teachers and with different classes.

You will talk more about producing and copying workcards later in the module.

USING A SET OF TALK CARDS

Point out that you showed only one way to use Talk cards; each pair of pupils had the same card and did the activity at the same time. To use the cards in this way, a teacher would need 15 - 20 copies of the same Talk card.

Another way is to build up a set of different cards, with 3 - 4 copies of each card. These can then be numbered and kept together in a box or file. They can then be used the following way:

.1 Pupils work in pairs. A pupil from each pair chooses a card from the box which he has not practised before.

.2 Pupils practice with their partner. The teacher moves around the class, helping where necessary. When a pair is able to work through the card easily, they call the teacher and "perform" part of the task to him.

.3 Pupils can keep their own record of the cards they have used (in the back of their books).

Used in this way, Talk cards can occupy a special part of the lesson, perhaps once or twice a week. They can help provide review and practice of the language covered in the main lessons.

In this way, the cards are also much easier for the teacher to produce - he can easily make a few copies by hand.

END OF PART ONE

MODULE 44: MAKING AND USING WORKCARDS

DEMONSTRATION SHEET ONE **TALK CARD**

It is sale-time in the shops.

Ask and answer:

How much	is are	the ....?

it was They were	(x) pounds but now	it is they are	(x) pounds.

~~57~~ 33

~~41~~ 32

~~35~~ 17

~~27~~ 12

~~45~~ 38

~~12~~ 6

SESSION ONE PART TWO 80 minutes

USING TALK CARDS

Tell teachers that they will now work with three examples of workcards. Point out that:

.1 These show examples of Talk cards that could be used with prep school pupils.

.2 They are at different levels to give an idea of the possible range of activities.

.3 For use in class each activity may be adapted to suit the abilities and needs of the students.

.4 The three activities are of the information-gap type. They are more meaningful and communicative than those activities in which each student has the same information.

ACTIVITY 1: USING INFORMATION-GAP CARDS

1. Distribute Handout One. Teachers have to pretend to be students. Tell one teacher to look at A and the other at B.

2. Tell them to imagine that they have agreed to go to the station to meet three of their father's friends. Explain that the people they must meet are among the pictures on the workcard. As they do not know them, they have to ask their partner for information.

3. Allow about ten minutes for the teachers to work through the cards. When they have finished, stop the activity and discuss it.

.1 Can this activity be attempted without careful preparation?

.2 What does the activity practise?

The activity gives tightly controlled practice of examples of the function of "describing people".

Point out that the examples should be presented or revised in preparation for the information-gap activity.

ACTIVITY TWO: DISCOURSE CHAIN

1. Tell teachers that you are going to show them another kind of information-gap activity that needs less preparation: Discourse Chains.

2. Explain that discourse chains are dialogues reduced to names' and 'functions' and presented in the form of a diagram with arrows to show the order of the dialogue.

3. Distribute Handout Two. Divide teachers into pairs and allow five minutes for them to do the activity as if they were students.

4. When they have finished, discuss with them the advantages of discourse chains.

Possible Points:

1. They provide an excellent means of practising language within a controlled situation, while giving the students some degree of choice.

2. Point out that they can be used:

a) after controlled practice, to provide freer work;
b) to revise a number of items previously taught separately;
c) to diagnose students' errors.

ACTIVITY THREE: CUE CARDS

1. Explain that in real life, speech is never predictable. In the classroom we are usually satisfied if our students can produce correct and appropriate responses. We very rarely give them the chance to cope with the unpredictable.

2. Explain what "cue cards" are:

They are cards with pictures or words used to cue or prompt students in drills or role-play and other similar activities.

3. Explain that cue cards can provide an unpredictable element in the situation, at least for one of the students.

4. Distribute Handout Three and ask teachers to do the activity as if they were students.

ACTIVITY FOUR: MAKING TALK CARDS

1. Discuss with the teachers how to make Talk cards. Establish these points:

.1 The simplest way to make a Talk card is to write it on a piece of paper (a full sheet or a half sheet of typing paper).

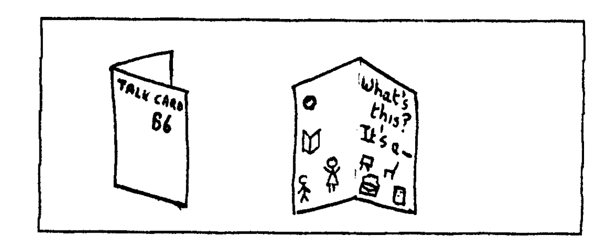
It is best to use a thick black pen (so that it can be copied) and to write large enough for pupils to read easily.

.2 If possible, it is better to write it or stick it on a piece of card - then it will last much longer.

.3 You can also fold a piece of card to make a "booklet", and write on the inside only. This is especially useful if you are building up a set of different Talk cards to be used regularly.

.4 Pictures can be added to workcards. They have a lot of value and can serve various purposes. They are either simple drawings or pictures cut out from magazines.

Either show one you have made yourself, or draw one on the blackboard:



Explain to teachers that in this activity they will practise making simple Talk cards using pieces of paper.

2. Divide the teachers into groups of four. Give each group several sheets of paper and a black felt pen. Ask them to make three workcards similar to the ones they have practised, and which their pupils could use.

Go from group to group, giving help and advice. When teachers finish a card, discuss it with them and, if necessary, suggest possible improvement.

3. When they finish, ask teachers to put their cards on one of three piles at the front of the class: one set of cards will show examples of information-gap activities, one will show discourse-chain activities and one will show cue-card activities.

4. If there is time, let teachers "try out" each other's Talk cards, and discuss how successful they were.
Points to watch for during the activity:

i) The Talk cards should be clear, simple, and attractive to look at.

ii) Instructions should be in very simple English.

iii) The cards should provide a few minutes' activity.

Note: If you can arrange it, have photocopies made of the cards for teachers to take away with them.

END OF SESSION ONE

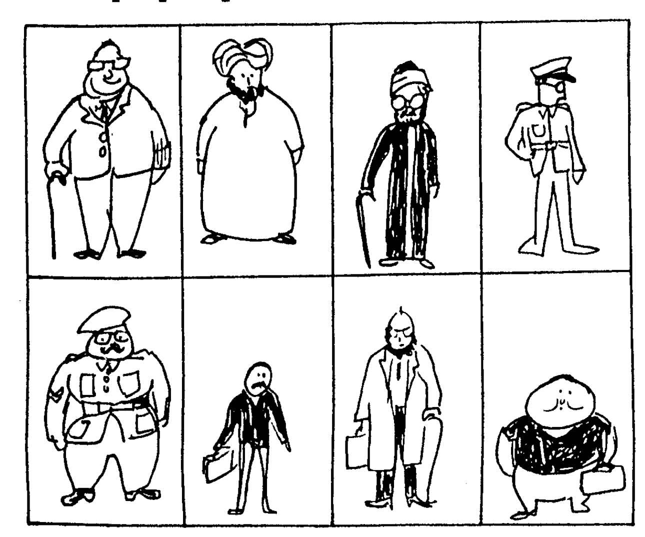
MODULE 44: MAKING AND USING WORKCARDS

HANDOUT ONE: INFORMATION-GAP WORKCARDS
Session One Part Two

Student A

MEETING PEOPLE

Your father wants you to go to the railway station to meet three of his friends. Your partner will tell you which three people you have to meet.



Student B

MEETING PEOPLE

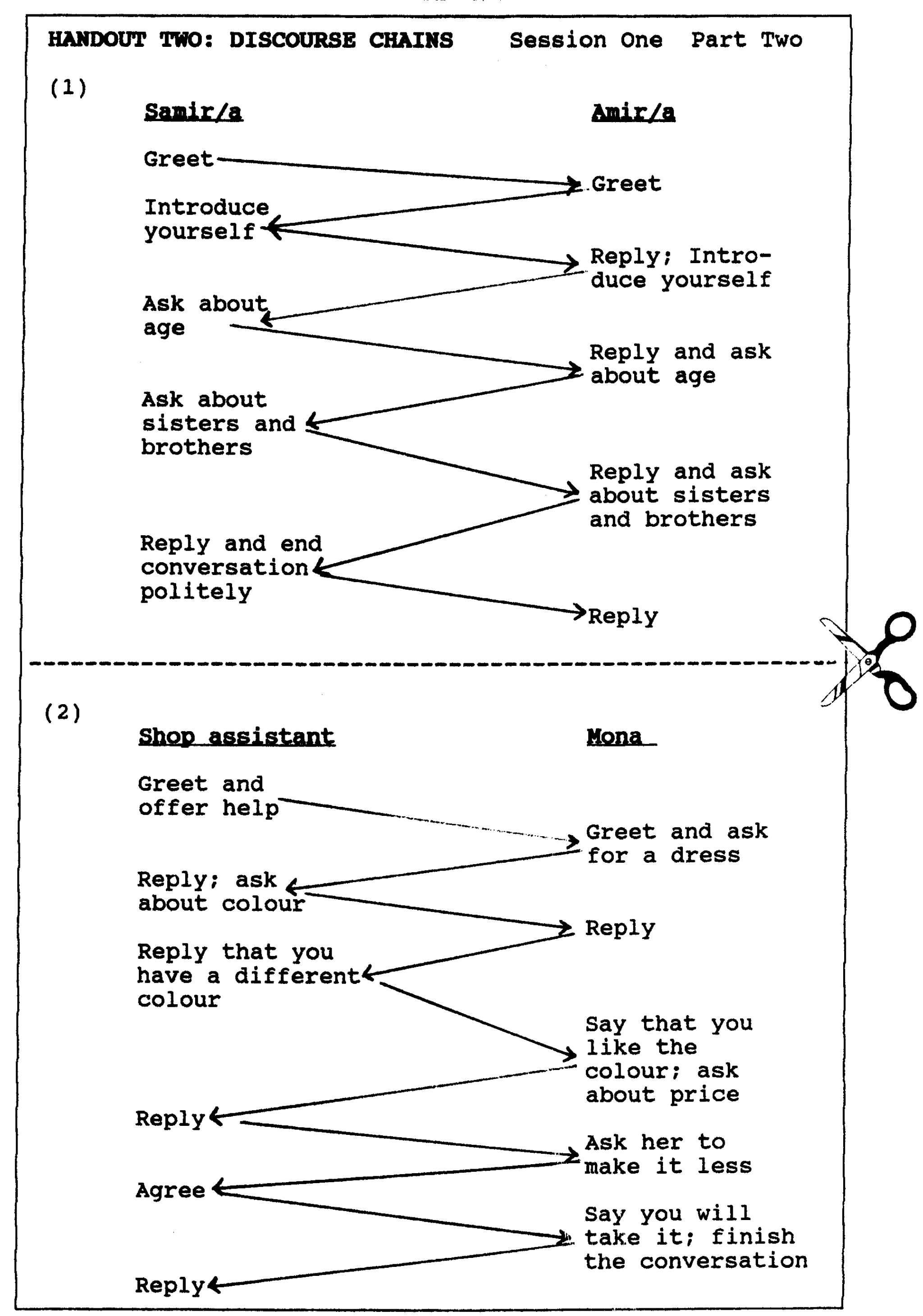
Tell your friend to meet the following three people:

Mahmoud
He is tall.
He has a beard and a moustache.
He uses a walking stick.
He wears glasses and a turban.

Morsy
He has a moustache.
He wears glasses.
He is fat.
His shoes are black.
He is in uniform.

Fawzy
He has a fat face and small eyes.
His hair is short.
He is carrying a bag.
His shirt is black.

MODULE 44: MAKING AND USING WORKCARDS



MODULE 44: MAKING AND USING WORKCARDS

HANDOUT THREE: CUE CARDS Session One Part Two

--------------------(Cut here)------------------------ (1)

Student A

Your friend is visiting you. You want to get him something to drink.

1. Greet him and ask him what he wants to drink.
2. Ask him how he likes it.
3. Ask him about sugar.
4. Offer him the tea.

--------------------(Cut here)------------------------

Student B

You are visiting your friend. He wants to get you something to drink.

1. Greet him and say that you would like tea.
2. Say that you want it with milk.
3. Say that you want a little sugar.
4. Thank your friend.

--------------------(Cut here)------------------------ (2)

Student A

Your phone number is 3546899. Someone is telephoning you.

1. Greet.
2. Reply.
3. Say that Sameer is not here now.
4. Reply. Say that you are his brother.
5. Reply.
6. Finish call politely.

--------------------(Cut here)------------------------

Student B

You are telephoning a friend. His number is 3546899.

1. Greet and ask about number.
2. Ask about Sameer.
3. Ask who is speaking.
4. Ask if he can take a message.
5. Give a message and finish call.

SESSION TWO PART ONE 40 minutes

INTRODUCTION

Tell the teachers that in this session you will show them how to use Workcards which require pupils to read, to write, or to do both.

First ask the teachers this question, and try to elicit the answers below:

There is plenty to read in the textbook. Why do we need workcards in addition?

i) Workcards increase the pupils' interest in the lesson by giving a change of activity.

ii) For beginners, we can use workcards to give simple reading and writing practice.

iii) We can use workcards to bring together vocabulary and structures from different parts of the book; so they can provide very useful review.

WORKCARDS FOR READING AND WRITING

1. Give a demonstration of how to use a workcard. Follow these steps:

.1 Divide the class into pairs or groups of three. Give each pair a copy of Demonstration Sheet Two. If necessary, go through one example with the whole class.

.2 Teachers work in pairs. Every teacher should write the complete sentences on a piece of paper.

.3 When most pairs have finished, stop the activity. Go through the answers.

2. Make these points:

.1 Workcards for reading and writing can be used in exactly the same way as Talk cards. Pupils can either all use copies of the same card, or they can be allowed to choose different cards from a set. Reading and writing workcards are easier to use in this way, because the activity is quieter.

.2 Pupils can work with the cards in pairs or groups - or, if you have enough cards, individually.

.3 Pupils should of course be told <u>not</u> to write on the workcard.

3. Now discuss these questions, and try to elicit the answers given after each one:

.1 How can the teacher mark pupils' work?

i) If the pupils are all doing the same task, they can exchange books, or the teacher can simply go through the answers.

ii) If pupils are using different workcards, the teacher can check them as pupils work or as they complete a task. Obviously, workcard tasks should be <u>simple</u> and <u>easy to mark</u>.

.2 What should the teacher do about mistakes?

i) Simple spelling mistakes can often be ignored.

ii) More serious grammar mistakes, or confused words, should be corrected, but quickly and in an encouraging way.

.3 How early can pupils begin using Workcards?

From the very beginning of the first year. They are especially useful for simple reading and writing activities: copying letter shapes, reading and copying words, labelling pictures, etc.

.4 What are the characteristics of a good workcard for reading and writing?

i) It should be <u>simple</u> and <u>limited</u>, and only practise language the pupils have been taught; in this way, pupils will not make mistakes.

ii) It should be <u>interesting</u> for the pupils to do. Dull grammar exercises (e.g. change sentences into the passive) do not make good workcards.

iii) The instructions should be clear and easy to understand.

END OF PART ONE

MODULE 44: MAKING AND USING WORKCARDS

DEMONSTRATION SHEET TWO READING AND WRITING WORKCARD

Look at the table below. It is a work plan for a family. Then write all the sentences, filling in the spaces with suitable adverbs:

always - usually - sometimes - never

(<u>Note</u>: **M** = Mother; **F** = Father; **A** = Amr; **Mo** = Mona)

	Sat	Sun	Mon	Tues	Wed	Thur	Fri
Cooking	**M**	**M**	**M**	**M**	**M**	**Mo**	**Mo**
Washing Dishes	**M**	**Mo**	**Mo**	**M**	**M**	**M**	**Mo**
Shopping	**A**	**A**	**A**	**A**	**A**	**A**	**A**
Driving the car	**F**	**F**	**F**	**F**	**F**	**F**	**F**

1. Mother __________ washes the dishes.
2. Mona __________ washes the dishes.
3. Father __________ washes the dishes.
4. Mother __________ drives the car.
5. Father __________ drives the car.
6. Mother __________ cooks food.
7. Mona __________ cooks.
8. Amr __________ washes the dishes.
9. Mona __________ washes the dishes.
10. Amr __________ goes shopping.

SESSION TWO PART TWO 80 minutes

USING READING AND WRITING WORKCARDS

ACTIVITY ONE: WRITING WORKCARDS

1. Explain that it is important for the students to use writing as a form of communication early on in any language course. Teaching writing can be similar to teaching speaking. As we get students to talk to one another, we can make them use writing to obtain or exchange information or to get things done.

2. Distribute copies of Handout Four. Ask teachers to imagine that their students have just been taught how to talk about likes and dislikes (e.g. Welcome I, Unit 13, Lesson 6). They have practised this orally and a quick writing activity can be presented.

3. Give the teachers time to look at the first activity (A) and imagine how it can be carried out.

4. Discuss with teachers the advantages of such activities:

<u>Possible points</u>:

a) integrating reading and writing skills at a very early stage;
b) using language for communication in writing;
c) reinforcing language that has been taught orally in writing;
d) students write and get immediate feedback.

ACTIVITY TWO: INTEGRATED SKILLS WORKCARDS

1. Explain that it is possible to prepare workcards so that they practise a number of skills at the same time.

2. Distribute copies of Handout Five and ask teachers to do the activity in pairs, as if they were students.

3. When the teachers have finished, discuss the activity with them:

<u>Possible questions</u>:

1. What skills were practised? (Reading, writing and speaking.)

2. Why was the activity an information-gap one? (One student only had half the information.)

3. What language was practised? (Writing questions, using "have" and "cannot".)

ACTIVITY THREE: MAKING READING AND WRITING WORKCARDS

1. Divide the teachers into pairs or groups of three. Give each pair several sheets of paper and a black felt-tip pen. Ask them to make workcards like those on the Handouts, which they could use in a prep school class.

When teachers finish a card, look at it and discuss it with them.

2. As in Session One, collect the finished cards into three piles, one for each level.

3. If there is time, let teachers try out each other's cards and comment on them.

If possible, make photocopies of the cards for teachers to take away.

ACTIVITY FOUR: DISCUSSION - PRODUCING WORKCARDS

Discuss with the teachers how they could build up a collection of workcards. Get as many suggestions from them as you can, and help them to see how they might overcome difficulties.

Focus on these questions, and suggest the answers given after each one:

.1 How can we produce enough cards and make enough copies?

i) Teachers in one school can share the work of producing them, and build up a set which they could all use.

ii) Neighbouring schools could exchange samples of workcards.

iii) We could ask <u>pupils</u> to copy workcards to use in other classes.

.2 How can we store the cards, and keep them in separate levels?

i) If they are on sheets of paper - in loose files, one for each year. If they are on card, we can keep them in boxes.

ii) We can number each card, e.g. 'A' for 1st year, 'B' for 2nd year, 'C' for 3rd year; 1 to 10 for very simple cards, 11 to 20 for more difficult cards, and so on. (A1, A2, A3.., B1, B2, B3..).

END OF MODULE

MODULE 44: MAKING AND USING WORKCARDS

HANDOUT FOUR: WRITING WORKCARDS Session Two Part Two

(This activity can be done after Lesson 6, U. 13, Welcome 1)

A. Asking for and Giving Information

Saturday 10 March 1990

Dear Mona,

Do you like exams?

Yours,
Samia.

Saturday 10 March 1990

Dear Samia,

I don't like exams but I like holidays.

Yours,
Mona.

B. Requests

Monday 2 April 1990

Dear Maged,

Please draw me a picture of a man. He is wearing a hat. He has got a beard. He has a bird.

Thank you.

Yours,
Ramy.

C. Invitations

Tuesday 5 February 1990

Dear Nagwa,

My birthday is next Friday. Please come to my party.

Yours,
Mervat.

MODULE 44: MAKING AND USING WORKCARDS

HANDOUT FIVE: INTEGRATED SKILLS WORKCARDS

Student A

Riddles

1. Write good riddles. Follow the example.

   Example: hands - cannot write

   What has hands but cannot write?

   1. a head - cannot think
   ______________________________?
   2. teeth - cannot bite
   ______________________________?
   3. legs - cannot walk
   ______________________________?
   4. a tongue - cannot speak
   ______________________________?
   5. a mouth - cannot talk
   ______________________________?
   6. a face - cannot smile
   ______________________________?

2. Say the riddles you have written to student B. Ask him (her) about the answers.

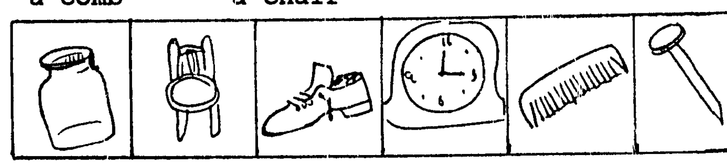
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Student B

Riddles

1. Match the following words with the pictures:

   a clock - a shoe - a jar - a nail
   a comb - a chair



2. Your friend will tell you some riddles. The pictures are the answers. Look at the pictures and say the answer.
   Example: What has hands but cannot write?
   The answer: A watch. It has hands but cannot write.

MODULE 45 : FUNCTIONS OF LANGUAGE

SESSION ONE

Part One — 40 minutes

Knowing a language
Functions in teaching
Functions and structures

Part Two — 80 minutes

Identifying functions
Expressing functions
Role Play
Reserve activity: Next week's lessons

SESSION TWO

Part One — 45 minutes

Appropriacy

Part Two — 75 minutes

Formal and informal language
Shared knowledge
Questions and answers
Reserve activity: Using the textbook

CONTENTS

1. Worksheets
   There are two Worksheets. Enough copies should be made to give to every pair of teachers on the course.

2. OHP Transparencies
   There is one OHP Transparency.

3. Handouts
   There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To introduce teachers to the idea of language functions.
2. To show the relationship between functions and structures.
3. To show the relevance of language functions to teaching English.

Teachers often tend to think of the language they are teaching as a series of structures to be learnt. This module shows teachers how we can also think of language in terms of the functions for which it is used - for agreeing, apologising, advising, describing, narrating, explaining, etc. Looking at language in terms of the functions it performs helps to understand why it is not just a collection of linguistic items, but a system of communication.

Session One of the module is specifically concerned with language functions and their relationship to the structures of a language. Session Two is concerned with appropriacy - it shows how we use language which is appropriate to particular situations, and how the language we use is affected by factors in the situation.

This module is mainly concerned with developing insights about the communicative nature of language; however, it also shows how these ideas can be applied in classroom teaching. In particular, it emphasises the importance of situation and context when teaching new structures; this builds on ideas introduced in the modules Presenting Structures (5) and Meaningful Practice (14). Other practical applications of a communicative approach to language teaching are included in the modules Communicative Activities (37) and Role Play (43).

SESSION ONE PART ONE

40 minutes

KNOWING A LANGUAGE

Begin by asking the teachers this question:

- Everyone agrees that our aim as teachers should be to help pupils learn English. But what exactly does this mean? What do pupils need to learn, so that we can say that they "know" English?

Encourage as many answers as possible. At first, teachers will probably give very general answers, e.g. "They need to learn the four skills", or "They must learn to speak fluently". Try to get them to give more precise answers, and lead them towards the points below.

1. Pupils must learn a certain number of English words; they must be able to produce the sounds of English correctly; they should know the basic stress and intonation patterns; they must be able to form the basic structures of the language.

In general terms, we could call these the "forms" of the language.

Write these items in a list on one side of the board:

KNOWLEDGE OF LANGUAGE FORMS Words Sounds, intonation, etc. Structures

2. If a pupil has an active knowledge of all these items, s/he will be able to make correct sentences in English. However, we do not use language just to make correct sentences; we use it for a purpose, which is to communicate with other people. So "knowing English" must mean knowing how to communicate in English.

In order to do this, pupils must learn how to use language for particular purposes. For example, they must learn how to greet people, how to make requests (ask people to do things), how to offer to do things, how to ask permission.

We call these the functions of language. (If necessary, explain this concept in Arabic.)

Write a list of typical functions in the centre of the board:

KNOWLEDGE OF LANGUAGE FUNCTIONS Greeting people Making requests Offering Asking permission etc.

Point out that these are just a few of the many functions of language. You will give teachers a full list of the commonest functions at the end of the session.

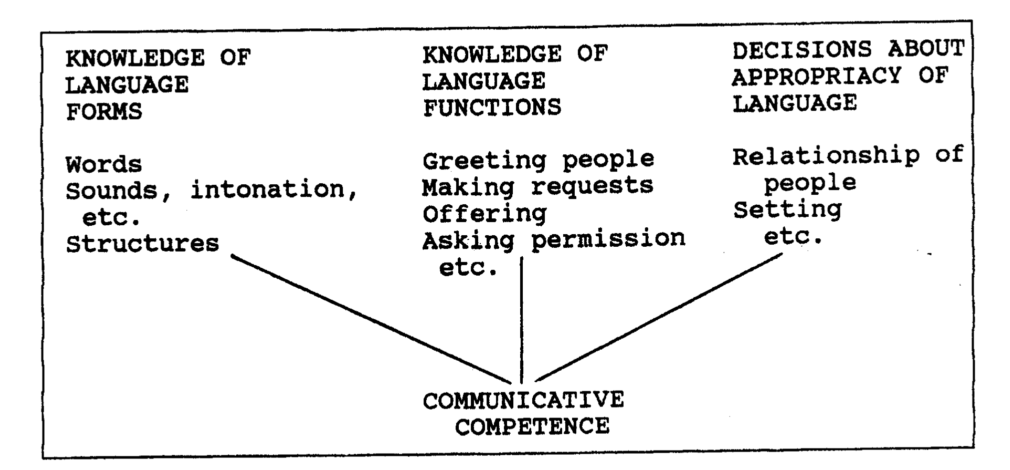
3. However, knowing the correct forms of language and being able to use these forms to carry out a particular function, is not enough. The language used must also be appropriate to the situation. For example, it would be inappropriate to greet a friend by saying "Hello, sir". Here, the language forms are correct, the speaker is performing the function of greeting, but the word "sir" is not appropriate to this situation. So the learner needs to be able to decide what is appropriate in different situations. This is affected by the relationship between the people who wish to communicate (e.g. friends; strangers; teacher and pupil; manager and employee; etc. etc.), the relative ages of the people, the place in which communication takes place, and so on.

Write a list of the factors leading to decisions about the appropriacy of language, on the right of the board:

DECISIONS ABOUT APPROPRIACY OF LANGUAGE Relationship of people Setting etc.

4. If a learner is able to produce correct sounds and structures in a language, to use them to express the functions he or she needs, and to choose appropriate language to do this, we say that s/he has communicative competence in the language. This means that s/he has the ability to communicate successfully. (Of course, communicative competence depends not only on using language communicatively, but also on being able to understand it).

Now complete the diagram on the board:



FUNCTIONS IN TEACHING

1. Point out that it is very important for the teacher to be aware of the functions of the language s/he is teaching.

To make this clear, show how three imaginary teachers might answer the question, "What are you teaching your pupils today?"

Either show their answers on the overhead projector, or simply read them out.)

TEXT OF OHP ONE

Question: WHAT ARE YOU TEACHING YOUR PUPILS TODAY?

Teacher A:
- Welcome to English 1, Unit 12, Lesson 3.
- Why?
- Because we must cover this lesson in the syllabus.
- Why?
- You must ask the inspector that question, not me.

Teacher B:
- Welcome to English 1, Unit 12, Lesson 3: Present Simple tense, questions with "When..?", and answers.
- Why?
- Because it is an important structure in English.
- Why?
- Because it is useful for many purposes.

Teacher C:
- Welcome to English 1, Unit 12, Lesson 3: Present Simple tense, questions with "When..?" and answers, for talking about daily activities.
- Why?
- So that they can ask and talk about daily routine.
- Why?
- So that they can talk to people about their lives, using English, and find out about other people's lives.

2. Discuss the three replies. Establish these points:

.1 Teacher A is only interested in covering the lesson to please his inspector. He has given no thought to the content or to the aims of the lesson.

.2 Teacher B has a clear idea of <u>what</u> she is teaching, but not of its <u>function</u>. She has not considered <u>why</u> her pupils might need to learn the present simple tense.

.3 Teacher C has a clear idea both of <u>what</u> he is teaching and <u>why</u> he is teaching it. He is not just teaching a structure for its own sake; he is teaching his pupils to <u>do</u> something, and is aware of the <u>function</u> of the language he is teaching.

FUNCTIONS AND STRUCTURES

To help teachers see clearly the relationship between functions and structures, give some examples of each.

1. Point out that any <u>function</u> can be expressed by a variety of structures (these may be sentence "patterns", or simply phrases). Discuss some of the functions which you wrote on the board earlier, and ask the teachers to suggest different ways in which they could be expressed:

e.g. <u>Greeting people</u>

Hello!
How do you do?
How are you?
Hey - remember me?
Good morning.

<u>Making requests</u>

Could you (open the window)?
Would you (open the window)?
Would you mind (opening the window)?
Could I ask you to (open the window)?

<u>Offering</u>

Would you like (a glass of tea)?
Would you like (to listen to the radio)?

<u>Do</u> have (a glass of tea).
Shall I (turn on the radio)?
How about (a cold drink)?

<u>Asking Permission</u>

May I (sit down)?
Can I (have some water)?
Do you mind if I (open the window)?

2. Point out that any <u>structure</u> may be used to express more than one function, although structures are often mainly associated with a single function. Give these examples of structures, and show some of the different functions which they might express:

<u>Imperative</u>

Giving orders: Turn the radio off!
Giving instructions: Press this button.
Offering: Have a cigarette.

<u>Present continuous</u>

Describing actions: He's kicking the ball.
Expressing intention: I'm going to a party next week.

Criticising: You're smoking too much.

<u>Should + infinitive</u>

Criticising: You should work harder.
Giving advice. You should see a doctor.
Predicting: He should arrive soon.

END OF PART ONE

SESSION ONE PART TWO — 80 minutes

ACTIVITY ONE: IDENTIFYING FUNCTIONS

1. Divide the teachers into pairs or groups of three. Distribute copies of Worksheet One and ask them to look at Section A. Ask them to identify the function expressed in each of the ten sentences; point out that the structure is underlined.

Note: Teachers may find some difficulty at first in thinking in terms of "functions". It may help them to ask themselves : What is the speaker doing when he says this?

e.g. I'm sorry!
- The speaker is apologising.

I'll write to you soon.
- The speaker is promising.

2. When most teachers have finished, discuss the answers together. More than one answer may be possible.

Possible answers:

1. Suggesting
2. Offering
3. Asking permission
4. Making a request
5. Expressing intention/stating plans
6. Expressing surprise (or lack of interest)
7. Asking for information/making an enquiry
8. Asking for things
9. Describing
10. Giving directions

ACTIVITY TWO: EXPRESSING FUNCTIONS

1. Divide the teachers into their pairs again, and ask them to look at Section B on the worksheet. This gives ten different functions. Teachers should write down two or three structures or phrases which express each function.

2. When most teachers have finished, discuss the answers, together. There are of course many possible answers for each item:

e.g. 1. You should (see a doctor)./If I were you, I'd.../ Why don't you...?/You ought to...

2. This doesn't work./The room is dirty./You're late again.

3. That's right./I agree (with you)./Yes. I think so too.

4. I don't agree./You're wrong./That's not true.

5. Could you give me...?/Can I have...?/Do you have any...?

6. It's too (expensive)./It's not (warm) enough./ You should (n't)...

7. I like.../I don't like.../I love.../I enjoy...

8. Could you tell me where x is?/Which is the way to x?/How do I get to x?

9. I'm planning to.../I'm going to.../I intend to.../I hope to...

10. Why did I...?/I wish I hadn't.../I shouldn't have...

ACTIVITY THREE: ROLE PLAY

1. Divide the teachers into their pairs again. Point out that they have now been introduced to about twenty functions of language. They should:

.1 Choose any two of these functions or any others they can think of.

.2 Think of a situation in which both functions might be used.

.3 Prepare a short role play based on the situation and including the two functions.

While they are preparing, go round helping pairs if necessary. You may need to suggest ideas:

e.g. i) In a railway carriage, a traveller wants to open the window (asking permission; giving or refusing permission).

ii) Two friends making plans for the weekend (suggesting, agreeing, disagreeing, expressing intention).

iii) Tourist asking about a hotel room (asking for information, giving information, describing).

They should prepare by acting out the conversation between themselves. They should not write the dialogue - it should be improvised.

2. Ask different pairs in turn to come to the front and act out their role play. After each one, ask the other teachers to identify the functions expressed.

RESERVE ACTIVITY: NEXT WEEK'S LESSONS

1. Divide the teachers into their pairs again. Ask them to look at the lessons they will be teaching next week. For each lesson, they should.

  .1 Write down the main structure taught in the lesson.

  .2 Look carefully at the examples of the structure given in the lesson, and identify the function (or functions) expressed by them.

  .3 What kind of activity has the author chosen for practising the structure/function?

2. When most pairs have finished, discuss each lesson together. If teachers have thought of an interesting communicative activity, ask them to give a quick demonstration.

END OF SESSION ONE

MODULE 45: FUNCTIONS OF LANGUAGE

WORKSHEET ONE Session One Part Two

A. IDENTIFYING FUNCTIONS

What function is expressed in each of these sentences:

1. Shall we go for a walk?
2. Would you like a cup of coffee?
3. May I use the telephone?
4. Would you mind closing the door?
5. I'm going to watch television this evening.
6. Really?
7. Is there a bus today?
8. A tin of beans, please.
9. She's tall.
10. Go across the bridge and turn left.

B. EXPRESSING FUNCTIONS

Give examples of sentences or phrases which express these functions:

1. Giving advice.
2. Complaining.
3. Expressing agreement.
4. Expressing disagreement.
5. Asking for things.
6. Criticising.
7. Expressing likes and dislikes.
8. Asking the way.
9. Expressing intention.
10. Expressing regret.

SESSION TWO PART ONE

45 minutes

APPROPRIACY

Remind the teachers that in Session One of this module you showed how a function could be expressed by several different structures. Give this situation as an example: You want someone to open the window, so you ask them. The function is making a request. Ask teachers to suggest the different things you could say:

e.g. Could you open the window?
Open the window!
Do you think you could open the window?
etc.

Ask the teachers: Are these different ways simply alternatives? Does it matter which one we use?

Answer: It matters a great deal. Different ways of expressing a function are appropriate to different situations. Exactly what language we use depends on a number of different factors. You will now look at some of these factors and consider how they affect the language we use.

(For each one, give examples, and try to elicit ideas from the teachers as far as possible.)

.1 Relationship between the speakers

Ask the teachers how they would ask a close friend for a glass of water, and how they would ask a stranger for a glass of water.

Establish that:

i) with a close friend, we would naturally make an informal, casual request: e.g. "Give me a glass of water", or "Can I have some water?"

ii) with a stranger we would probably use more careful, formal language: e.g. "Excuse me, would you mind giving me a glass of water?"

Ask teachers which of these two kinds of request a boss would use to ask his secretary for a glass of water; and which the secretary would use to ask the boss.

Establish from this that there are two main ways in which the relationship between the speakers may affect the language used:

i) degree of intimacy (i.e. friends or strangers)

ii) relative status (i.e. superior, equal, inferior)

If you like, ask teachers to suggest other common situations in which one speaker is superior in status to the other.

.2 Feelings of the speaker

Write this example on the board:

Help! Water! Water!

Ask teachers in what situation it would be appropriate. Answer: When the speaker is desperate for water (e.g. dying of thirst in the desert). The language the speaker uses indicates that he is making a very urgent request.

This example shows how the language we use may indicate not only what we want but how we feel.

If you like, ask teachers to suggest ways of asking for water that would express other feelings:

e.g. i) expressing anger, because you have already asked several times ("What about that water?");

ii) expressing disapproval, because the last glass of water was warm ("Do you think I could have cold water this time?").

.3 Feelings of the listener

Point out that any conversation takes place between at least two people; how the other person feels, and how he might react, strongly affects the way we speak.

Give this example of a very formal, careful request:

I was wondering if I might possibly borrow your camera.

Ask the teachers: Could this ever be an appropriate way of making a request to a close friend?

Answer: Yes - if the speaker knows that the friend does not want to lend his camera.

Ask teachers to suggest possible situations:

e.g. The friend has just bought the camera and is very proud of it.
The speaker is a very careless person.
The speaker and his friend have just had an argument.

From this, establish the important point that we do not only use formal language when talking to strangers. We use it in situations where we need to "be careful what we say" to people.

.4 Shared knowledge

Write this example on the board:

Go on, lend it to me.

Ask teachers to suggest situations in which this remark might be appropriate. There are many possible answers:

e.g. The speaker might be trying to persuade his friend to lend him his camera.

Establish that the speaker and listener both have some shared knowledge - in other words, they already know what they are talking about, so it is unnecessary for the speaker to say, e.g. "Go on, lend me your camera". Make the general point that we usually say things as part of a continuing conversation, so the language we use is often affected by what has been said already.

.5 Setting

Write this example on the board:

Two coffees, please, and a glass of water.

Ask teachers to suggest a situation where this remark would be appropriate.
Answer: In a cafe or restaurant, ordering drinks from a waiter.

From this, establish the point that certain language is appropriate to particular places (e.g. on a bus, at the post office, at the baker's). These are often called "settings".

If you like, give other examples, and ask teachers to identify

the "setting" in which each one might be used:

e.g. "A return to Tanta, please."
"Come on, Zamalek!"
"Stand up, children!"

Point out that setting, like shared knowledge, allows us to leave out unnecessary parts of a remark. Because we always buy tickets at a ticket office, "A return to Tanta" is quite easily understood as referring to a return ticket.

Point out that the factors you have mentioned are not the only ones that affect the language we use to express functions: there are many others.

Some of these are:

i) Channel - whether we are speaking face to face, talking on the telephone, writing, etc.

ii) Number of listeners - we use different language when we are talking to a group of people, or to a large audience.

iii) Various factors which are "permanent" - the speaker's age, social class, dialect, personality, etc.

(Do not go into these unless teachers ask about them.)

The factors you have dealt with are the most important from the language teacher's point of view, because they help us to understand better what language to teach in the classroom.

In Part Two of this session you will look more closely at some applications of appropriacy to classroom teaching.

END OF PART ONE

75 minutes

SESSION TWO PART TWO

ACTIVITY ONE: FORMAL AND INFORMAL LANGUAGE

1. Divide the teachers into pairs or groups of three. Distribute copies of Worksheet Two and ask teachers to look at Section A. For each situation, they should write down one or two appropriate remarks.

2. When most pairs have finished, discuss the answers together. Where it seems possible to use many different expressions, discuss what factors in the situation might influence this (e.g. someone steps on your foot and apologises - it depends on what kind of person he is, how hard he steps on it, etc.). There are of course many possible answers for each situation.

Possible answers:

1. Oh - I'm very sorry.
2. That's quite all right.
3. Where were you? I've been waiting for nearly an hour.
4. Well - I'm very glad you managed to get here.
5. No, thank you. It's delicious, but I feel quite full already.
6. Can I turn the radio on? I want to listen to the news.
7. Excuse me, do you mind if I use your telephone for a few minutes?

ACTIVITY TWO: SHARED KNOWLEDGE

1. Remind teachers of the importance of <u>shared knowledge</u> in affecting the way people express themselves.

Write this sentence on the board

He'll be late.

Point out there would be no point in practising a sentence like this in isolation. It only has meaning if it is in a situation, in which the speaker and listener both know:

i) who they are talking about;
ii) that this person has a meeting or appointment of some kind.

2. Divide the teachers into their pairs again. Ask them to look at Section B on their Worksheet. For each remark, they should explain what the speaker and listener both know already - about each other, about another person, about the situation, etc.

3. When most teachers have finished, discuss the answers together.

Possible answers:

1. They know what they are talking about - a machine of some kind (perhaps a car), and that it broke down once before.

2. They know who they are talking about - a woman or girl - and that she has been ill.

3. They know there have been power failures recently, and that there may be another one (or that they are about to go to a place where there is no light, e.g. a cave).

4. They know the listener bought something (e.g. a dress), and that s/he couldn't decide which colour to buy.

5. They know that the speaker had an experience that s/he enjoyed (e.g. a holiday) with someone else.

ACTIVITY THREE: QUESTIONS AND ANSWERS

1. Point out that spoken language is often part of a continuing conversation, and this affects the way we express ourselves. So, for example, the language we use for answering questions is not the same as the language we use for making statements.

To make this clear, write these examples on the board.

> What colour is Saad's hair?
>
> i) Saad's hair is brown.
> ii) It's brown.
> iii) Brown.

Point out that only (ii) and (iii) are appropriate as replies to the question. Both the speaker and listener know that they are referring to Saad's hair, so there is no need to repeat "Saad's hair" in the reply.

Give an example of a situation in which it would be appropriate to say "Saad's hair is brown":

e.g. A: Do your children all have the same colour hair?
B: Oh no - Saad's hair is brown, but Soraya's is black.

2. Divide the teachers into their pairs again, and ask them to look at Section C on their worksheet. They should try to think of ways in which they could naturally elicit each of the remarks, so that they would be appropriate.

3. When most pairs have finished, discuss the answers together.

Possible answers:

1. "Tell me about your parents". (Not "What does your father do?", to which the reply would be "He's a (postman)").

2. "I live in Cairo. What about you?" or "Tell me about yourself". (Not "Where do you live?", to which the reply would be "Benha" or "In Benha").

3. "Describe the girl next to you". "Tell me about Samia". (Not "What's Samia wearing?", to which the reply would be "A blue uniform").

4. "Would you like a drink?" "Are you thirsty?" Or by asking questions to several people in turn: "Let's all have a drink. What do you all want? What about you?... And you?... How about you?..." (Not "What would you like to drink?" to which the reply would be "A pepsi cola, please").

5. To elicit a question like this, the teacher could say "Ask about my father's job. More natural would be "Ask me questions about my family".

RESERVE ACTIVITY: USING THE TEXTBOOK

1. Choose question/answer pairs which are in the textbook. Look at them with the teachers and discuss:

i) whether the answer to the question is appropriate and natural;

ii) if not, what the natural answer to the question would be;

iii) how the teacher could elicit the answer given so that it would be natural.

END OF MODULE

MODULE 45: FUNCTIONS OF LANGUAGE

WORKSHEET TWO Session Two Part Two

A. FORMAL AND INFORMAL LANGUAGE

What might you say in each of these situations?

1. You are on a crowded bus. You step on someone's foot. You apologise.
2. You are on a crowded bus. Someone steps on your foot, and apologises. You reply.
3. You arrive on time for a meeting with a friend. He/She arrives very late.
4. You arrive on time for a meeting with someone you have never met before. He/She arrives very late.
5. You are invited to dinner at a colleague's house. You are offered a second helping of a dish which you don't like. You refuse.
6. You are in a friend's house. You want to telephone a friend. Ask his permission to use the telephone.

B. SHARED KNOWLEDGE

What do the speaker and listener both know already?

1. It's broken down again.
2. She's looking better today.
3. Have you got plenty of candles?
4. Did you buy the red one or the green one?

C. QUESTIONS AND ANSWERS

How could you elicit these remarks so that they are appropriate?

1. My father's a (postman).
2. I live in (Benha).
3. She's wearing a blue uniform.
4. I'd like a pepsi cola, please.
5. What does your father do?

MODULE 45: FUNCTIONS OF LANGUAGE

HANDOUT: SOME COMMON FUNCTIONS OF ENGLISH

Socialising

Greeting people
Saying farewell
Introducing yourself
Attracting attention

Getting things done ("Suasion")

Requesting
Offering
Asking permission
Suggesting
Advising
Inviting
Warning
Giving instructions
Giving orders
Promising

Expressing moral attitudes

Apologising
Accepting/refusing apology
Approving
Criticising
Complaining
Expressing regret

Expressing emotional attitude

Expressing likes/dislikes
Expressing surprise
Expressing interest
Expressing worry
Expressing annoyance/anger
Expressing disappointment
Expressing sympathy/indifference

Expressing intellectual attitudes

Agreeing/disagreeing
Inquiring
Deducing/concluding
Wishing/imagining
Expressing ability/inability
Expressing certainty/uncertainty
Expressing obligation/lack of obligation
Comparing/contrasting

Giving/seeking information

Describing
Narrating
Explaining/giving reasons
Identifying
Defining
Correcting
Asking for information
Predicting

QUESTION: WHAT ARE YOU TEACHING YOUR PUPILS TODAY?

TEACHER A:

–Welcome to English 1, Unit 12, Lesson 3.
–Why?
–Because we must cover this lesson in the syllabus.
–Why?
–You must ask the inspector that question, not me.

TEACHER B:

–Welcome to English 1, Unit 12, Lesson 3: Present simple tense, questions with "When...?," and answers.
–Why?
–Because it is an important structure in English.
–Why?
–Because it is useful for many purposes.

TEACHER C:

–Welcome to English, Unit 12, Lesson 3: Present simple tense, questions with "When...?" and answers, for talking about daily activities.
–Why?
–So that they can ask and talk about daily routine.
–Why?
–So that they can talk to people about their lives, using English, and find out about other people.

MODULE 46: CLASSROOM TESTS

SESSION ONE

Part One — 30 minutes

Introduction
The four skills

Part Two — 90 minutes

Listening tests
Reading tests
Designing a test

SESSION TWO

Part One — 45 minutes

Introduction
Writing tests
Speaking tests

Part Two — 75 minutes

Evaluating tests
Evaluating Speaking tests
Dictation

CONTENTS

1 Worksheets
There are three Worksheets. Each pair of teachers will need one copy of each.

2 Transparencies
There is one Transparency, in two parts.

3 Handouts
There is one Handout to be distributed at the end of Session Two.

GENERAL NOTES TO THE TRAINER

The aims of this module are:

i) To sensitise teachers to the importance of regular classroom testing, so that the strengths of every pupil are known to the teacher.

ii) To make teachers aware of the need to reward all four skills.

iii) To give teachers a range of simply designed tests to do this.

iv) To enable the teachers to see that in testing pupils they are equally evaluating their own teaching and their own tests.

This module does not depend for its success upon prior participation in any single module. It does, though, bring together classroom practices from several earlier level modules, but as test formats. In particular this module reinforces practices and techniques already met in:

<u>Developing Listening Skills</u> (13)
<u>Exploiting a Text: Reading</u> (16)
<u>Writing Activities</u> (25)
<u>Correcting Errors</u> (30)
<u>Role Play</u> (43)
<u>Making and Using Workcards</u> (44)

SESSION ONE PART ONE

30 minutes

INTRODUCTION

Point out that pupils are often given a general "grade" which shows their ability in English; this may be expressed in various ways: e.g. "C+" or "6/10" or "Tenth in the class" or "Above average".

Ask the teachers: Do such grades really tell us very much about the pupil's ability?

Answer: No, at least not unless we know exactly what the grade is based on. We cannot talk in general about "ability in English". For example, one pupil may be very good at listening but bad at writing; another pupil may read and write well but not speak fluently. So, to comment accurately on a pupil we must assess his ability in different skills.

Tell the teachers that in this module you will consider ways of testing each of the four skills.

THE FOUR SKILLS

1. What are the "four skills?"

   Answer: Listening, speaking, reading and writing.

2. Ask the teachers: Which of these skills will be most useful to pupils in using English in real life?

There is no single correct answer; obviously it depends on the pupil's circumstances and what he expects to do in the future. However, pupils need to achieve a basic level of mastery of all four skills. Get teachers to give their own ideas, and make these points yourself, if they do not:

.1 Most people would regard all the skills as useful in some way:

- Listening, for understanding spoken English, e.g. on radio and television;
- Speaking, e.g. for social contact with non-Arabic speakers; such as tourists;
- Reading, e.g. for understanding instructions in English and for study purposes (books, journals, etc.);
- Writing, e.g. for study and correspondence purposes.

.2 Listening and reading are especially important because they will enable pupils to continue learning the language on their own.

.3 We should not <u>only</u> consider pupils' future needs. For example, some pupils will never need to write English after they leave school, but it is still important as a <u>learning</u> activity.

3. Now make these points about testing:

.1 If we consider all the four skills to be important, then we should measure the pupils' ability in <u>each</u> of the skills. We can only do this by <u>testing</u> each skill over a period of time. This is best done by following an integrated approach - i.e. test items covering all 4 skills together.

.2 Tests not only give the teacher information, they also have a significant effect on the teaching and learning process. This is known as the "backwash" effect, and can be either positive or negative. (This effect refers to the fact that teachers and pupils tend to concentrate on items which are tested frequently.)

Tell teachers that in the second part of this session you will look at ways of measuring the <u>receptive</u> skills, by tests of <u>listening comprehension</u> and <u>reading comprehension</u>.

END OF PART ONE

SESSION ONE PART TWO

90 minutes

ACTIVITY ONE: LISTENING TESTS

1. Divide the teachers into pairs or groups of three. Distribute copies of Worksheet One and ask teachers to look at Section A. Allow about 15 minutes for teachers to discuss the two examples, and decide what are the good and bad points of each.

2. Ask teachers to tell you what conclusions they came to. Try to bring out these points:

<u>Test One</u>

i) The instructions are difficult to understand; they should be made simpler.

ii) Question 1 is too general - several answers are possible.

iii) Questions 2 and 3 are better, but they are very easy. A pupil could answer Question 2 by just hearing the word "Benha" even if he didn't understand the text.

iv) The questions test <u>reading</u> and <u>writing</u> as much as listening, so it could be unfair to pupils whose aural comprehension is good, but who are poor in writing or even in reading comprehension.

v) Marking is difficult, especially for question one.

<u>Test Two</u>

i) The instructions are simpler.

ii) Only listening is tested - there is no reading or writing involved.

iii) It is easy to mark.

iv) There is a danger that pupils might <u>misunderstand</u> the visuals, so the drawings have to be very carefully done.

v) Because there are five choices, the chances of guessing the correct answers are reduced to 20%.

NOTE: There are many similar activities in Welcome to English. These will be dealt with in greater detail in the note to Activity Three.

ACTIVITY TWO: READING TESTS

1. Divide the teachers into their pairs again. Distribute Worksheet Two. Ask them to look at the reading test on the Worksheet (Section A). They should discuss the questions and decide the good and bad points of each.

2. Discuss the questions together. Try to bring out these points:

Question 1 is bad. Fifty-four seems old to some people but young to others. Also, the answer is suggested by a single phrase: "54 years old".

Question 2 is better. There is only one right answer, and it requires general comprehension of the passage. Bad points: i) pupils may not understand the words in the question; ii) as there are only three choices, they could guess the answer.

Question 3 is good. Pupils must understand the text to answer the question correctly. As there are five choices, the chance of guessing is reduced.

3. Now discuss the advantages and problems of multiple-choice questions for testing receptive skills. Make these points:

.1 Advantages: i) They genuinely test comprehension; no writing is involved.

ii) Marking is easy.

.2 Problems: i) It is difficult to write a good M/C (multiple-choice) question, which really tests comprehension of the text. Teachers should always check that:

- there is only one possible answer.
- the answer is not obvious, so pupils really have to read the text to find the answer.
- the question is not more difficult to understand than the text itself.

ii) If an M/C question has only three choices, pupils have a 1 in 3 chance of guessing the answer. So if possible, teachers should try to give more than three choices.

ACTIVITY THREE: DESIGNING A TEST

1. Divide teachers into their pairs again. Ask them to look at Section B of Worksheet Two. Ask them to design questions for the text. Emphasise that the text is for a listening test, so it would be read out twice by the teacher. The questions can be open-ended or multiple-choice (or some of each).

2. When most pairs have finished, stop the activity. Ask different pairs to read out their questions, and discuss them together. Points to watch for:

i) the questions should have only one correct answer, and be easy to mark;

ii) the questions themselves should not be difficult to understand;

iii) it should not be possible to guess the answer without understanding the text.

NOTE: This passage lends itself to the use of picture-choices, both in the items being sold and in the price requested.

Spoken or written responses are not the only ways of assessing comprehension. Welcome to English includes comprehension tasks which require other types of response - e.g., drawing, doing something, etc. These activities can be used for continuous assessment of pupils in class.

END OF SESSION ONE

MODULE 46: CLASSROOM TESTS

WORKSHEET ONE Session One Part Two

LISTENING COMPREHENSION TESTS

Test One (Heard only, not read by pupils)

My name is Ahmed. I live in Benha with my family. My father works in a bank. I have two sisters but no brothers. I am twelve years old and go to Benha prep. school.

Instructions (Read or heard by pupils)

You will hear some short passages. Listen carefully then answer the questions on your answer sheet.

Questions (To be answered by pupils)

1. What are we told about Ahmed's family?
2. Where does he live?
3. Where does his father work?

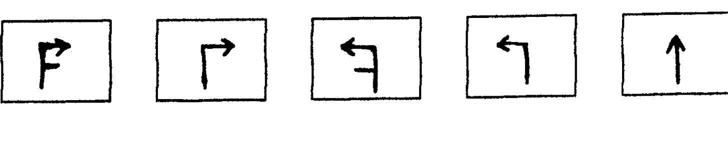
Text Two (Heard only)

1. Take the second on the left.
2. Mrs Brown is unhappy.
3. He is walking.

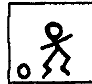
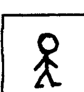
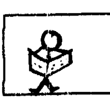
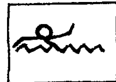
Instructions (Read by pupils)

Put a cross (x) under the correct box.

Questions



MODULE 46: CLASSROOM TESTS

WORKSHEET TWO Session One Part Two

SECTION A

READING COMPREHENSION

How good is each question below?

Mr. Brown is 54 years old. He enjoys sports and plays a lot of tennis at weekends. During the week he gets up at 6.30 and has breakfast at seven o'clock. He goes to the station for the 7.45 train, which arrives in Cairo at 8.45 a.m. He begins work at 9 o'clock and works until 2 p.m. when he leaves the office to return home.

. Is Mr Brown young or old?

. He is a) fit
b) sick
c) lazy

. His journey to work takes a) half an hour
b) three quarters of an hour
c) fifteen minutes
d) one hour
e) five hours

SECTION B

LISTENING TEXT

- Good morning madame. Have you a size eight in those brown boots?

- Just a moment sir, I'll check (pause). No I'm sorry, that's the last pair and they're a size seven.

We do have an eight in black, in the same style though.

- Are they the same price?

- Yes sir, twelve pounds fifty.

- Perhaps I'll try them on (pause). Yes, they're very comfortable. I'll take this pair then.

SESSION TWO PART ONE

45 minutes

INTRODUCTION

Remind the teachers that in the first session you considered ways of testing the receptive skills: listening and reading. In this session you will consider ways of testing production, and look at tests of writing and speaking.

WRITING TESTS

Point out that the most natural kind of writing test is one which simply requires the pupils to write freely in English. We might, for example, ask them to write sentences about themselves, or write a short description of their homes. However, this is not a very suitable kind of test for the prep. stage. Ask teachers to suggest why.

i) It is much too difficult for most prep. school pupils. They would make so many mistakes that the test would tell us very little about their ability.

ii) It is very difficult to mark. Marking would take a long time and give the teacher too much work, and it is difficult to give a precise mark for a free writing test.

So most of the time, we need to give more controlled writing tests, which can show us more clearly what the pupil can and cannot do. You will now look at three different kinds of controlled writing test, and discuss the advantages and disadvantages of each of them.

1. Manipulation Tests

Show these examples on the board. They are of a kind that teachers should already be familiar with, and so should need no explanation.

> 1) Egyptian farmers grow cotton.
>
> (Begin with "Cotton")
>
> 2) We went to school yesterday.
>
> (Change to negative)

Discuss the advantages and disadvantages of tests like these.

Establish these points:

.1 They are quite easy for the teacher to produce, as he can give sentences based on those in the textbook.

.2 They are quite easy to mark, although it may be difficult to decide between "serious" and "less serious" mistakes.

Give these examples, and ask teachers how they would mark them. Discuss whether it is better to give a high mark because they show evidence of successful learning, or a low mark because the sentences contain "mistakes".

> Cotton grows on Egyptian farms.
>
> Cotton is growed in Egypt.
>
> Cotton is grone in Egypt.
>
> Cotton is grown Egyptian farmers.

.3 They are a simple way of testing pupils' knowledge of grammar, but they <u>only</u> test grammar. They do <u>not</u> really show us how well the pupil can write in English or express meaning.

.4 If tests are always of this type, this could have a bad effect on teaching and learning. Pupils will pay too much attention to learning "grammar", instead of learning to express themselves in writing.

2. <u>Cloze Tests</u>

If necessary, explain what a cloze test is. It consists of a text from which words have been deleted; the pupils read the text and write the missing words.

Show the first part of Transparency One on the overhead projector (or read it, indicating where the gaps are with a gesture). This is an example of a "Pure Cloze". In this kind of cloze test, words are deleted at a regular interval (in this example, every seventh word).

TEXT OF OHP ONE

CLOZE TESTS

1. Pure Cloze

Our father worked on the land. In this area there was absolutely ________ chance of different work and, as ________ were so low, no hope of ________ for a move to another town. ________ father was a very intelligent man; ________ ahead of his time and he ________ have held important posts.

Quickly do the test with the teachers. Answers: no; wages/salaries; saving/money; Our/My; way/far/much; could/might/should.

Now show the second part of Transparency One. This shows a "modified Cloze". In this kind of cloze test, the teacher deletes one category of words which he wishes to test (in this example, verbs).

TEXT OF OHP ONE

2. Modified Cloze

Yesterday John ________ lunch in a restaurant. Then he ________ his friend Sabr and they ________ to a football match together. When they arrived, they ________ thirsty, so they ________ some lemonade.

Quickly do the test with the teachers. Answers: had/ate/bought; saw/met/phoned/telephoned; went/drove/walked; were/felt; had/drank/bought.

Point out that cloze texts test a number of different skills and abilities at the same time (such tests are often called "integrated tests"):

i) reading comprehension of a text, especially ability to guess unknown words;

ii) awareness of grammar;

iii) ability to write words in context.

Now discuss the advantages and disadvantages of cloze tests. Establish these points:

.1 Unlike manipulation tests, cloze tests focus on meaning rather than grammar. The pupil must know what the text means if he is to give correct answers.

.2 They are quite a natural form of test, and help develop a useful skill; when we read, we naturally guess words we do not know. So they have quite a good effect on teaching and learning.

.3 They have the advantage of text-length, unlike deletions from isolated sentences.

.4 They are very difficult to produce for use in class. Writing the text on the blackboard would waste time, so the teacher has to duplicate them on pieces of paper. It is also difficult for the teacher to find good, natural texts which the pupils do not already know.

.5 They are quite difficult to mark, as there are usually several possible answers, some of which may be "half-right". However, if the test is used as a class activity, this can be an advantage; there can be useful discussion of why a word is right or wrong. There is also the problem of spelling to be considered when marking.

3. Dictation

Ask the teachers: What skills and abilities does dictation test?

Answer:

i) Listening, especially the ability to identify words that are spoken.

ii) Writing, especially spelling and punctuation.

iii) To a limited extent, awareness of grammar and meaning. A pupil who does not understand what he hears will not be able to distinguish words which sound the same:

e.g. their/there/they're
his/he's.

Now discuss the advantages and disadvantages of dictation as a testing technique. Establish these points:

.1 Dictation is very easy to organise. The teacher has no special preparation to do - he simply reads out sentences or a passage from the textbook.

.2 It is easily marked, using the blackboard.

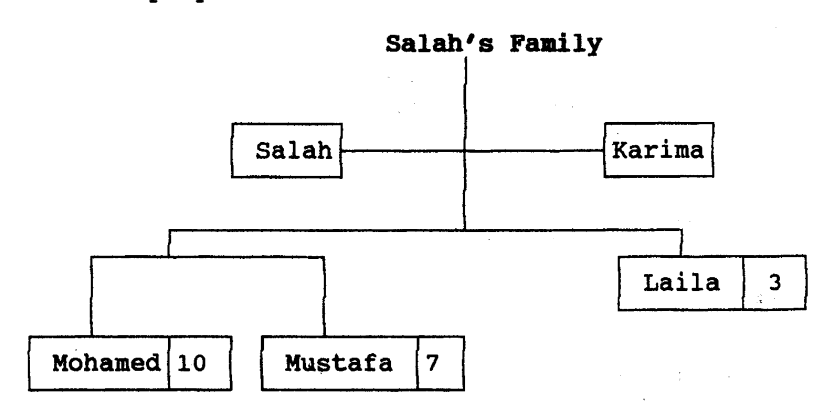
.3 As a test of writing, dictation is very limited. The pupils are only "recording" what they hear; they are not producing anything themselves. However, it is quite a suitable test for the prep. stage.

.4 Dictation can easily become very artificial. To make the listening element in dictation more natural, the teacher should always read each phrase at normal speed, and with a natural intonation (e.g. / /, not / /). In this way, pupils are listening to English as it is really spoken.

4. Information transfer

Tell teachers that the Welcome to English workbooks contain many types of exercises which can be used for testing writing. Try to elicit some examples of exercise types that can be used for this purpose.

Draw this simple family tree on the board or use the OHP for this purpose.



- Ask teachers to write a five-sentence paragraph using this family tree. Elicit possible answers.

- Ask teachers how facts about Salah's family are displayed in the exercise and what form the answer takes. Tell them that this type of exercise is called an "information transfer" activity. Pupils are required to transfer information from one form to another. (In this case, from a diagram to a written paragraph.)

- Try to elicit similar examples from Welcome to English (e.g. WB 2: p. 12, Ex. B and p. 68, Ex B).

Tell them that graphs and tables can also be used for this purpose.

Now discuss the advantages of information transfer exercises as a test technique. Establish these points through elicitation:

1. Students meet similar exercises in their books.
2. These exercises are like real-life activities for which language is used.

Speaking Tests

- Ask teachers if it is feasible to test speaking in the end-of-year exams and/or during the school year.

- Point out that although testing speaking is very difficult, especially with large numbers of pupils, we have to find some way of rewarding this skill, otherwise pupils will regard it as less serious than the other skills.

- Ask teachers to suggest some possible ways of testing speaking. Their answers will probably include the use of students' performance in oral work and devoting periods, or a part of each period to short individual tests.

  Discuss with teachers the disadvantages of devoting one or more periods to oral testing. Establish these points through elicitation:

  1. This might lead to a timing problem.
  2. While the teacher is testing one pupil, others may have nothing to do.

Continuous assessment

- Point out that Welcome to English contains many types of speech practice activities. They are supposed to be performed publicly or privately, in pairs or small groups.

- Ask teachers how they can assess speaking during the performance of these activities. Establish these points through elicitation:

  1. The teacher may observe a pair or two pairs of pupils at their desks while other pupils are doing the same exercise.

  2. S/he may do the same with the pair/pairs s/he selects for public checking following private pairwork.

3. In both cases, s/he can use a marking grid to be more objective. Show an example of this on the board or with the help of an OHP:

Students' names	Accuracy					Fluency					Total
	1	2	3	4	5	1	2	3	4	5	/10
Mona			✓						✓		
Amal		✓					✓				
etc											

(**NOTE:** Activity Two in Part Two of this session examines the question of criteria for evaluating spoken English, in greater depth.

KEEPING RECORDS

Point out that if a teacher gives regular class tests, it is important to keep <u>records</u> of pupils' marks. In this way he can see how the pupils progress during the year. This can easily be done by using a class register and entering the mark for each test against the pupil's name.

Records of marks can give teachers an indication of their pupils' strengths and weaknesses over a period of time. They can use this to decide upon their future teaching priorities.

END OF PART ONE

SESSION TWO PART TWO

75 minutes

ACTIVITY ONE: EVALUATING TESTS

1. Give one copy of Worksheet Three to each pair of teachers. Ask them to examine the examples of written tests and to discuss the questions. They do not need to do the tests themselves.

2. Discuss the questions together. Establish these points:

.1 The letter is the most natural task.

.2 Manipulation exercises are unnatural. They have a bad "backwash" effect on teaching.

.3 Letters and essays are difficult to mark. It is difficult to control what pupils write; often pupils think of what they want to say in Arabic and then try to translate it into English, usually with disastrous results.

.4 "Positive marking" is marking by rewarding communication of ideas, and ignoring grammatical or spelling errors which do not interfere with comprehension. Positive marking can be made more precise by using a "marking grid", like the one used for oral tests. A way to give an approximate mark for free written tests is to sort papers into five piles and give a grade for each (A, B, C, D, E).

ACTIVITY TWO: EVALUATING SPEAKING TESTS

This activity is intended to make teachers think about the problems of evaluating spoken English in a systematic way, and possible solutions to these problems.

1. Teachers should start the activity by brainstorming in groups of 4 or 5 to produce criteria for evaluating pupils in speaking tests. (i.e. they should make a list of the points they would consider when awarding marks for spoken English.) These criteria should come under the two categories "Fluency" and "Accuracy".

(**NOTE:** In brainstorming, participants start by writing down everything they can think of which relates to the question they are considering. Only when they have as many items on the list as they can think of, should they begin to discuss and evaluate what they have written down.)

2. Each group should now arrange their list in order of priority, from most important to least important. They may decide that some items refer to the same thing, and they may decide to leave some items out altogether.

3. Finally, each group reads its prioritised list out to the others in the class. Trainees should make a note of anything which they have not included in their own lists.

4. If trainees do not produce the following points for themselves, the trainer should mention them: (they are not prioritised)

Fluency	Accuracy
- Use of spoken forms (rather than forms normally used in writing)	- Intonation, pauses, etc.
- Understanding and conveying ideas	- Pronunciation
- Appropriacy of language used	- Structure of utterances
	- Correctness of forms

(**NOTE**: Trainers should not lecture on these points, but allow teachers to express their own views. Trainers should not give out this list, unless teachers do not think of the points themselves.)

ACTIVITY THREE: DICTATION

1. Discuss with the teachers the best way to give a dictation. Get them to give their ideas, and suggest this procedure yourself (or modify it, following discussion):

.1 Teacher reads the whole text once at normal speed. Pupils listen. (This gives the pupils an idea of what the text is about).

.2 Teacher reads the text phrase by phrase, saying each phrase only twice. He says each phrase at normal speed. Pupils write.

.3 Teacher reads the whole text again at normal speed. Pupils check what they have written after he stops reading.

2. Point out that it is important for the teacher to divide the text into natural phrases.

Divide teachers into their pairs again. Choose part of any text from Welcome to English (not too long!), and ask teachers to imagine they are going to give it as a dictation. Ask them to mark the places where they would break it into phrases.

When most teachers have finished, stop the activity, and go through the text together.

3. Practise giving the dictation. Ask teachers to read the text out, phrase by phrase, as if they were giving a dictation in class. Check that they keep a natural speed and intonation.

4. Now talk about marking a dictation.

Point out that there are two possible approaches to marking:

i) "Negative" marking. The teacher counts up all the mistakes the pupils make.

ii) "Positive" marking. The teacher gives one mark for each phrase. If the pupil has written it more or less correctly, he is given a mark. If he has made some mistakes, but the phrase can still be understood, he is given half a mark.

Discuss these two approaches, and get the teachers to give their own opinions. Make these points yourself:

.1 Negative marking tends to give emphasis to spelling mistakes, which may in fact be unimportant.

.2 Positive marking gives more emphasis to the content and meaning of each phrase the pupil has written.

.3 By giving a positive mark, we reward the pupil for what he can do rather than "punish" him for what he cannot do. This will have a better effect on his attitude to learning.

If you like, give a short dictation yourself, from any book which is not familiar to the teachers. Then ask teachers to exchange papers and practise giving positive marks.

END OF MODULE

MODULE 46: CLASSROOM TESTS

WORKSHEET THREE Session Two Part Two

WRITING TESTS

A. Read the letter below - then write a short answer.

Dear Friend,

My teacher gave me your name and address. Would you like to write to me every month? Please tell me your name, your age, your school. What about your family? What do you do at weekends?

I look forward to getting your news.

Billy Jones.

B. Write an essay about the circus.

C. Manipulation of English

Last night I (see saw sewed) a film.

Egyptians smoke a lot of tobacco. (Begin with "A lot of tobacco").

Today I got up at 6 o'clock. (Begin with "Tomorrow").

I are tired. (Correct).

1. Which is the most natural test?
2. Which is the least natural?
3. What is the difficulty with using letter or essay questions?
4. How can we mark letters and essays in a positive way?

MODULE 46: CLASSROOM TESTS

HANDOUT: TESTING

LISTENING

Do not give the pupil difficult questions to read. Use diagrams if this helps. Avoid limited (3-items) choices in multiple choice. Use open-ended questions, too. Give a lot of short listening tests over the year, so that children know you reward this skill.

READING

Design tests which do not require pupils to write much. Do not penalise spelling errors or even errors of grammar if you wish to reward understanding. You can ask pupils to draw a picture or choose a picture to show comprehension or to do something. Cloze tests can also be used, but you must accept any spelling which is recognisable, since this is not a test of writing.

WRITING

1. Modified Cloze - specific area of language.
2. Cloze (a measure of comprehension as well as of general production). Accept any word which will possibly fit in the slot. Mark spelling separately, awarding a separate mark.
3. Dictation, mark for message.
4. Short letter or essay, marked positively. Use a marking grid or award a grade.
5. Visual cues may be used (e.g. describing a picture).
6. Information transfer tasks are a natural way of testing writing.

SPEAKING

1. Continuous assessment for classwork.
2. Speaking to prepared topics (teacher uses marking grid).
3. Role play.

GENERAL

Several short integrated tests (i.e. all skills together) over the year give a more accurate picture than one, single, big test. Keep a record of your regular class tests. Often the pupils can be trusted to mark each others' work.

REPORTS

These should be as positive as possible and helpful in guiding the pupil towards improvement. Try to find something good to say about even the most backward children. Do not ignore any of the four skills.

FEEDBACK

Test results over a period should help teachers make informed decisions about future teaching activities.

MODULE 46: CLASSROOM TESTS

46/1 **OHP ONE** Session Two Part One

CLOZE TESTS

1. Our father worked on the land. In this area there was absolutely __________chance of different work and, as __________ were so low, no hope of __________ for a move to another town. __________ father was a very intelligent man; __________ ahead of his time and he __________ have held important posts.

MODIFIED CLOZE

2. Yesterday John __________ lunch in a restaurant. Then he __________ his friend Sabr and they __________ to a football match together. When they arrived they __________ were thirsty, so they __________ some lemonade.

MODULE 47: SELF-IMPROVEMENT ONE : SPEAKING AND LISTENING

SESSION ONE ▭ or ▭ 30 minutes

Distribution of Worksheets

STUDY PERIOD : SELF ACCESS Fixed by Trainer

SESSION TWO ▭ or ▭ 4 hours

Follow-up :

- Discussions
- Demonstrations
- Peer-teaching

CONTENTS

General Notes for the four self-improvement modules

Specific Notes for this module.

Trainer Guidance Notes These enable the discussions to be led with confidence. They begin at page 1. Numbering of the notes matches the worksheets which follow.

Worksheets There are three worksheets. Enough copies should be made to give one set to each teacher on the course. They should be returned to the trainer, for re-use.

GENERAL NOTES : THE FOUR SELF-IMPROVEMENT MODULES

The four self-improvement modules are quite different from all the other modules. Together they promote several hundred hours of private study on the part of the teacher. Through self-access to some fifty of the British Council-donated books - held in all six Regional Centre libraries - the teacher is led to an understanding of the relationship between theory and practice of the role of the teacher in fostering learning in different ways. The aims are:

1. To develop study skills among teachers.
2. To give an academic and theoretical background to the training syllabus.
3. To guide teachers in their initial readings.
4. To develop teachers' confidence in reading, so that they continue to use the libraries in an effective way.
5. To improve the teachers' linguistic competence, which is to a great extent the product of extensive reading.

CONTENTS

Worksheets

There are three worksheets in each self-improvement module. Each teacher (or pair if they are collaborating) will need one copy of each worksheet. These are to be returned to the trainer for subsequent use.

Trainer Notes

These are headed in exactly the same way as the worksheets. In addition, the numbering system is matched to the question numbers on the worksheets.

The notes are not full but sufficient information is given to permit appropriate eliciting. Often the trainer will already know the answers anyway. Where a book has some unusual slant, or where the information may not be assumed as known to all trainers, rather more detail is given.

SEQUENCE

The fourth module in this series (50: Principles and Practice) is more abstract in nature than the others, and should be done after the first three. However, the first three self-improvement modules may be used in any order. Within any one

module the worksheets may be done in any sequence, as may the questions themselves. This flexibility means that many teachers can be working in a library at the same time on different aspects, so there need be no waiting for any one book.

USING SELF-IMPROVEMENT MODULES

Several ways are suggested below. Trainers will select the model which is most appropriate to their local circumstances. Every single model requires a short input from the trainer (Session One) in order to ensure that the teachers understand the worksheet tasks and feel confident to work alone. This input may be provided with any size group, but the number of trainees doing an optional module at this level will probably be quite small. After the discussion and distribution of worksheets the following procedures are all possible:

Model One: Teachers are sent away with one set of worksheets and are given a fixed period (perhaps a whole term) to do the research. The follow-up is conducted in a plenary session (up to 25 teachers) with free discussion and some demonstrations of new techniques. Teachers participate by referring to their own written notes.

Model Two: Teachers go as a group to the library and spend several training sessions doing the research - with or without a trainer's presence. One final training day is devoted to the exploitation and follow-up of the module.

Model Three: The self-access style of the modules permits teachers to do the research alone. Follow-up, too, could be individualised; when teachers have completed a module they could come to the trainer individually or in a small group for a de-briefing and accreditation. At least 2 hours will be needed for an individualised follow-up to any one module set of worksheets.

FOLLOW-UP

It is strongly recommended that trainers do not accept any form of written work, in order to stop teachers copying chunks of texts. Preparation for discussion will ensure that teachers read for understanding. The procedure below is suggested for the follow-up sessions:

1. One teacher reads out the question.
2. The trainer designates a teacher for a report, an opinion or a demonstration.
3. The trainer invites additional contributions or discussion - referring to his own notes.

4. When the trainer has elicited as much as possible and is satisfied that all teachers have understood, the next question is read out, and so on.

It is impossible to predict exactly how much time will be needed for the follow-up. This will vary according to the number of participants and the competence of the teachers, as well as according to the depth and quality of discussions. Probably a four-hour session (in two parts) will be sufficient for a full exploitation of one module. Where follow-up is done at the level of the individual, or with a pair of teachers only, this time will be drastically reduced.

In some cases it is recommended that a teaching technique or activity be practised briefly in a peer-group situation. More often the trainer only has to ensure that teachers have really understood the subject matter. Some of the questions may lead to controversy; there is absolutely no reason why the trainers or the teachers should agree with everything that is said - by the authors or by each other. Teaching is not such an exact science that any single person may presume to have "the answer" for everything.

RELATED MODULES

It is best if these self-access modules follow Module 42: Study Skills. In this way the teachers will be able to make use of their study skills in order to accomplish the tasks. For this reason, worksheets do not give page or chapter numbers, unless the book's index or contents page are inadequate.

Many of the modules have a direct relationship to these self-improvement modules; they can only be done successfully and with understanding by teachers who have completed a very full previous training programme. Reference will be found in the trainer's notes to related modules which have a direct relationship to a research question.

SPECIFIC NOTES : SPEAKING AND LISTENING

This module has three worksheets. In all, the teachers refer to 13 books to answer the 56 questions.

- The first worksheet is concerned with listening and with speaking, and considers teaching techniques and activities to promote these skills.

- The second worksheet deals with the use of spoken English in activities where the emphasis is upon using the language to communicate information. This is done through games and role play.

- The third worksheet is concerned with pronunciation. Most of the questions are concerned with phonetics and teacher pronunciation, rather than the teaching of pronunciation (for this, see Module 29: Teaching Pronunciation).

Related Modules

Using Dialogues	(6)
Developing Listening Skills	(13)
Classroom Games	(22)
Communicative Activities	(37)
Role Play	(43)

TRAINER GUIDANCE NOTES : SPEAKING & LISTENING : WORKSHEET ONE

Task Listening, Blundell and Stokes.

1. Through discussion, get a list of listening exercises which are appropriate. Refer, too, to the handout from Module 13: Developing Listening Skills. Get teachers to suggest what materials (work cards, wallcharts, printed text, blackboard drawings, etc.) might be needed. Emphasise the need to give more listening practice to pupils.

Focussed Listening, F. Todd.

2. Incorporate this discussion into the above.

Listening to Spoken English, Brown.

3. RP (Received Pronunciation) is essentially the speech of an educated native speaker of English. It has no geographic specificity.

4. Rhythm is the pattern of stressed and unstressed syllables (often shown as dots and dashes).

5. Message words are stressed.

6. See page 61f; /t/ and /d/ are the sounds which are most frequently omitted.

7. In essence, a speaker conveys attitude by intonation.

Keep Listening, Webster.

8. The teacher could describe one of the flats, the students decide which flat it is. It is important not to "give the game away" at once (e.g. there are 3 bedrooms).

9. e.g. Pupils look at a sentence. Teacher reads it. Pupils call out or write the stressed word:

- John loves eating cakes (not biscuits).
- John loves eating cakes (not Mary).
- John loves eating cakes (not hates).

10. The map, on a worksheet or chart, could be used for "route following". Pupils say where they are, when the directions have been given.

Teaching Oral English. Byrne.

11. During the three main stages (Presentation, Practice and Production or, as they are known in Welcome to English, Presentation, Drill and Practice), the teacher acts as informant, conductor and guide, in turn.

12. Free expression matters much more than mistakes.

13. We should emphasise items with communicative value, i.e. language which can be used.

14. Learning by heart is wasteful, the production (or practice, in 'Welcome') stage allows the pupils to use the structure or vocabulary in a meaningful way.

15. We aim for "fluency", where language is used intelligibly for the expression of ideas.

16. We need to train pupils to understand and respond appropriately to the kind of language they will probably hear and have to produce in normal interaction.

17. The author suggests dialogues as most appropriate, as the context is clear; prose passages are less useful.

18. i) The dialogue should have valuable key structures (functional). These should be limited in number.

ii) The language should be natural and appropriate.

iii) The situation should be realistic and relevant.

iv) New topic vocabulary should be limited.

v) The dialogue should be short and interesting.

19. Ask teachers to discuss the six steps to Presenting a Dialogue (p. 23ff). Do they agree or are there modifications to be made for preparatory schools?

20. Ask any teacher to demonstrate a ripple drill.

21. Wh- questions, questions with an auxiliary, tag-questions and alternative-choice questions. Ask teachers to give examples of each sort. Discuss what sort of natural answers each type would elicit (one-word, short or long?).

22. Ensure that teachers understand the relationship between a structure and its function.

23. Discuss the advantages of paired practice.

24. Byrne suggests role-play and language games to allow freer use of practised language. He ignores personalisation. Discussion is mentioned later in chapter 8.

25. Byrne recommends group work. Discuss the practicalities of doing this in schools.

26. Byrne recommends pictures (for the production stage, or practice, in 'Welcome') which allow scope for imagination rather than mere description.

27. Discuss the possibility of having pupils act out texts which have a story-line. The pupils have to imagine and create the actual words used - see Module 43: Role Play.

28 Key structure + key vocabulary is visible. By changing the situation a new story is created orally. Alternatively, picture sequences can be used to elicit a story. Another way is to ask pupils to continue, or complete, a story.

TRAINER GUIDANCE NOTES : GAMES & ROLE PLAY : WORKSHEET TWO

Games for Language Learning. Wright et al.

1. Choose seven teachers, in turn, to demonstrate the games:
   - Repeat if it's True.
   - Correct me if I'm Wrong.
   - Hiding and Finding.
   - Box.
   - Kim's Game.
   - Don't say Yes or No.
   - Odd Man Out.

2. Invite demonstrations of any other games from this book.

Language Teaching Games. Lee.

3. Choose teachers to demonstrate:
   - What is it?
   - What's my name?
   - What's in my bag today?
   - Lucky Dip.
   - I Spy.

4. Get teachers to demonstrate their additional games.

Drama Techniques in Language Learning. Maley & Duff.

5. Ask teachers to demonstrate their chosen games.

Role Play in Language Learning. Livingstone.

6. Ask teachers to define each of the four oral activities.

7. Invite teachers to say how quickly they could introduce role play for beginners. Ask teachers to say what sort of situations the pupils ought to be able to act out (with some creativity) after just a few months.

8. Allow free discussion of the question but focus it upon the prep school and the need to introduce more free oral work.

9. During a practice (or drill, in 'Welcome') stage we look for formal accuracy. Role play allows pupils to demonstrate weaknesses. Later the teacher can introduce remedial exercises or review; immediate correction is unnecessary and inappropriate.

10. The teacher considers the linguistic level, the students' communicative needs, their interests and their real-world experience.

11. We can get into role play through use of group work, miming, games, etc.

Drama in Language Teaching. Holden.

12. Discuss the use of body language in real communicative situations. Are there cultural differences between English and Arabic gestures?

13. Holden advises setting up role play through group work. Allow teachers to suggest alternatives (e.g. as a homework assignment done over a period of time, in pairs or threes).

14. Arabic is an economical way to set up the role plays, verbally or (through cue-cards) written.

TRAINER GUIDANCE NOTES : PRONUNCIATION : WORKSHEET THREE

Better English Pronunciation. O'Connor.

1. Yes, O'Connor has adopted the symbols of the International Phonetics Association, as used in Longman and Oxford dictionaries and in the pronunciation modules.

2. Dictate the words below. Get teachers to write their transcription on paper, with one teacher writing on the board as a check.

back /bæk/ farm /fɑːm/ then /ðen/

dog /dɒg/ fight /faɪt/ cow /kaʊ/

jaw /dʒɔː/ toy /tɔɪ/ chess /tʃes/

wear /weə/ shake /ʃeɪk/ teacher /tiːtʃə/

low /ləʊ/ third /θɜːd/ wing /wɪŋ/

tea /tiː/ here /hɪə/ you /juː/

look /lʊk/ poor /pʊə/or/ pɔː/

3. Compare the (f-th-s) set of distinctions with those in colloquial and classical Arabic.

4. Ask teachers to explain the advantages of the RP model (used in modules). Ensure that they are aware that other varieties are not sub-standard.

5. Check if any teacher can name the speech organs : nasal cavity, palate (hard and soft), lips, teeth, tongue (tip, blade, front and back), pharynx (wind pipe) and the larynx, which has the vocal cords. O'Connor does not mention the alveolar ridge, just behind the top teeth.

6. Ask teachers to sustain the fricatives:

/f/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/ /ʒ/ /h/

7. Get teachers to use the stops in words:

/p/ /b/ /t/ /d/ /k/ /g/ /tʃ/ /dʒ/

Draw their attention to the voice-unvoiced contrast of each of the four pairs.

8. Ask teachers to sustain the nasal consonants below. Get them to use the sounds in words:

/m/ /n/ /ŋ/

9. The /l/ sound (as in lay) is made by passing air around the tongue.

10. Ask teachers to produce the glides:

/w/ /r/ /j/

Get them to use the sounds in words. Point out that we often use these sounds in <u>linking</u> words in speech, e.g.

Boy_or girl. Far_away. Now_or never.

<u>Ship or Sheep ? Baker</u>.

11. Check on the teacher drawings. Ensure that they know how to use such cards for pronunciation practice, e.g. :

- Step one: Present the cards + the words; pupils listen.
- Step two: Teacher says one word; pupils identify correct picture.
- Step three: Pupil says a word; other pupils identify the picture.
- Step four: Teacher indicates picture; pupils say the word.

<u>Pronunciation Skills. Tench</u>.

12. When teachers have reported Tench's arguments, encourage expression of their own views on RP as a model for pronunciation.

13. He sees the print as supportive. Get teachers to discuss this point.

14. Ask teachers to give word examples of initial and final consonant clusters. Check for the intrusion of weak vowels.

END OF MODULE

MODULE 47: SPEAKING AND LISTENING

SPEAKING AND LISTENING: WORKSHEET ONE

Task Listening. Blundell and Stokes.

1. Look through the book. List possible listening activities you could use in schools. Which could be used easily as tests?

Focussed Listening. Todd.

2. Look through the teacher and the student book. Note exercises which you could use and you have not already discovered above.

Listening to Spoken English. Brown.

3. What is meant by "RP"?
4. What is "rhythm" in speech?
5. Which syllables are stressed in connected speech?
6. What is elision? Which sounds are most frequently elided?
7. What is "intonation"?

Keep Listening. Webster.

8. Look at the exercise on page 44. How could you use this as a test of listening comprehension?
9. Look at page 27. Can you design an exercise to focus listening on the key words? Be ready to demonstrate.
10. How could you use the exercise on page 37?

Teaching Oral English. Byrne.

11. How does the author see the role of the teacher in each of the main stages?
12. How does the author feel about mistakes in the third stage?
13. What criteria should we apply when selecting the language item to be mastered by the pupils (p.4)?
14. What does the author say about learning by heart (p6)?
15. What is the main goal (p.9) of teaching speaking?
16. What sort of language (3.2) ought we to provide for listening and speaking activities?
17. Which type of text (chapter 4) is most suitable for oral work?
18. How do we evaluate the dialogue for its value for oral work?
19. How do we present the dialogue? What steps are recommended?
20. What is a ripple drill? Be ready to demonstrate.
21. What four question-types (6.1.1.) does the author exemplify?
22. What do you understand (6.3) by "function"?
23. What does Byrne say about paired-practice?
24. How does he suggest that we move into a "guided production" stage? Can you think of other ways?
25. How can we give sufficient opportunity for language use (8.2)? Could you follow his guidelines successfully?
26. How does he use pictures?
27. Could we use "dramatisation" in schools?
28. What is "oral composition"? How could you use it? Be ready to demonstrate an example.

MODULE 47: SPEAKING AND LISTENING

GAMES AND ROLE PLAY : WORKSHEET TWO

Games for Language Learning. Wright el al.

1. Look through this booklet. Be prepared to demonstrate any of the following games, all of which are suitable for prep schools: Game 1, Game 2, Game 4, Game 5, Game 8, Game 11, Game 36.

2. Find one other game which you feel you could use.

Language Teaching Games. Lee.

3. Be prepared to demonstrate any of the following games (all from chapter one): Game 1, Game 2, Game 3, Game 9.

4. Find one other game which is suitable in prep schools.

Drama Techniques in Language Learning. Maley & Duff.

5. Find two games, different from any of the above, which you could use in schools.

Role Play in Language Learning. Livingstone.

6. What are the differences between role play, play acting, group work, dialogue work?

7. Could "beginners' role play" (chapter two) be used in prep schools?

8. What are the advantages and disadvantages of using role play?

9. What is the writer's attitude to mistakes?

10. What check list does Livingstone offer when deciding a role play situation?

11. How can we "get into" role play (5.4)?

Drama in Language Teaching. Holden.

12. What is non-verbal language?

13. How can we set up role play? Can you think of a different way?

14. What does she say about using the mother tongue?

MODULE 47: SPEAKING AND LISTENING

PRONUNCIATION : WORKSHEET THREE

Better English Pronunciation. O'Connor.

1. Look at the phonetic script. Does O'Connor use the same symbols as those you have learned?

2. Can you make each sound? Can you produce the correct symbols? Be ready for a test.

3. Look at O'Connor's boxes (p. 2). How does the (f, th, s) set relate to Arabic?

4. What is RP? Why is it used so widely in teaching?

5. What are the "organs" of speech?

6. List the friction consonants.

7. List the stops.

8. What are the nasal consonants?

9. What is a lateral consonant?

10. What are the gliding consonants?

Ship or Sheep? Baker.

11. Look through the pictures. Copy some of the pictures that could be used on flashcards for pronunciation practice in schools, e.g. hat-hot-heart-hut; cock-cook-kick; glass-class; piece-peas; etc. Be prepared to show the drawings (or, better, the flashcards) to the trainer; explain how you will use them and the steps you will follow.

Pronunciation Skills. Tench.

12. What are the author's arguments for and against the use of RP as a model?

13. What is his attitude (p. 24) to seeing the print as pupils listen? Why?

14. Look at the initial and final clusters (chapter 4). Can you say words with these clusters and not introduce a weak vowel?

MODULE 48: SELF-IMPROVEMENT TWO : WRITTEN ENGLISH

SESSION ONE — or — 30 minutes

Distribution of Worksheets

STUDY PERIOD : SELF ACCESS — Fixed by Trainer

SESSION TWO — or — 4 hours

Follow-up
- Discussions
- Demonstrations
- Peer-teaching

CONTENTS

Specific Notes for this module.

Trainer Guidance Notes. These enable the discussions to be led with confidence. They begin at page 1. Numbering of the notes matches the worksheets which follow.

Worksheets. There are three worksheets. Enough copies should be made to give one set to teach teacher on the course. They should be returned to the trainer, for re-use.

SPECIFIC NOTES : WRITTEN ENGLISH

There are three worksheets. In all the teachers have to refer to 17 books in order to answer the 65 questions.

Worksheet One deals with reading and writing in the classroom. There is a mixture of theory and practice. Several new activities will be found.

The second worksheet is concerned with visual aids. Most of the techniques suggested are in terms of presenting the written word; however, there are also research questions on the use of symbolic representation of language through pictures and diagrams.

Worksheet Three has a rather tenuous relationship to "Written English". This worksheet deals with problems in teaching and learning vocabulary, and many of the techniques are concerned with written presentation and context.

GENERAL NOTES

General notes about using the four self-improvement modules may be seen in the first of the series, "Self-Improvement One : Spoken English" (47).

TRAINER GUIDANCE NOTES : READING & WRITING : WORKSHEET ONE

The English Teacher's Handbook. White.

1. White sees:

   i) the recognition of relationship between the shape on the page and the shape of the sound.

   ii) comprehension. For example, at stage one, a pupil can read aloud ("barking at print"). At stage two he can read with comprehension.

2. Teacher reads aloud, pupils follow the text.

3. Teachers have to create reasons for reading.

4. Some of White's suggestions may be too ambitious for the existing prep school situation. Some could be adapted, some could be put onto worksheets. Encourage discussion and sharing of ideas (see Modules 16: Exploiting a Text : Reading, and 44: Making and Using Workcards.

5. Ask teachers to relate White's four stages to one of their own texts.

6. Ask teachers to compare his stages with those they themselves use. Compare his approach with those given in training (Module 16: Exploiting a Text : Reading).

Teaching Written English. White.

7. Several of White's ideas are practical. Encourage discussion. It may be useful to refer to the handout of Module 25: Writing Activities, at this point.

8. Get a teacher to demonstrate.

9. Another demonstration could be appropriate.

10. Discuss the uses and abuses of dictation. Teachers should explain their scheme, or show it on the blackboard.

Teaching Written Skills. Byrne.

11. Byrne gives four reasons for teaching writing. Discussion of the place of writing in schools will be fruitful.

12. Byrne believes that we should not be too strict in marking spelling. Indeed, he suggests "drawing attention" to mistakes rather than correcting (p. 16 and pp. 132-133), so that pupils learn to self-correct.

13. Many texts could serve as a model for similar "guided writing" exercises. The pupils merely have to substitute words within the text.

Teaching English Writing. Pincas.

14. Discussion will elicit a few appropriate exercises. Compare them with White's list discussed earlier (question 7).

15. Many eminent linguists argue for some use of the mother tongue (to test comprehension, to set up a scene, to promote oral work by guiding a response). For example (in Arabic) : "write a letter, giving the following information ...".

TRAINER GUIDANCE NOTES : TEACHING AIDS : WORKSHEET TWO

Planning and Using the Blackboard. Mugglestone.

1. Get teachers to explain how they could improve their blackboard.

2. Ask teachers to say where they put new vocabulary, new structure (permanent). Which part of the board is used for notes, examples, etc?

3. Ask teachers to demonstrate graphical representation of "She's been playing tennis for ..." and morning, noon, afternoon.

4. Ask teachers to demonstrate "Cotton is grown in ...".

5. Ask for demonstrations.

6. Ask teachers whether they found any new ideas from the pictures, tables, etc. Get some demonstrations.

Look Here. Bowen.

7. Ask teachers to give a summary of the 10 reasons listed.

8. Ask teachers to suggest which groups are in their text books, e.g. Activities, Animals, Clothes, Food, etc.

9. Encourage teachers to begin a collection of such pictures, either drawn or cut from magazines. Ask them how they might store them in such a way as to find them easily, e.g. laying flat with titled divider sheets in alphabetical order (as in 8 above).

10. The wall is the best place.

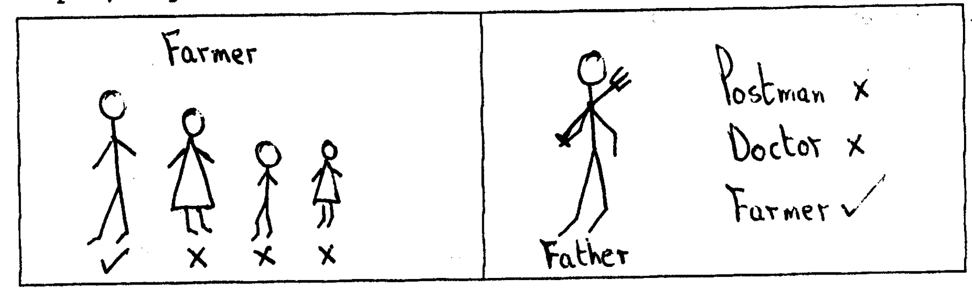
11. A metal coat hanger, with a piece of cardboard attached, makes an ideal storage facility.

12. Ask teachers to describe any workcards that they have been able to use.

13. Check whether teachers use structure charts in any way.

Visual Materials for the Language Teacher. Wright.

14. Ask teachers to show their sketches; they should be simple, e.g.:



15. Ask a teacher to demonstrate his picture stories, using other teachers as pupils.

16. Ask teachers to draw tense-diagrams for:

i) the past simple, present simple, future simple;

ii) the past continuous, present continuous, future continuous.

17. The flashcards should clearly show mass versus countable nouns.

18. Ask teachers to draw different facial expressions and objects on the board.

Audio-Visual Aids for Teaching English. El-Araby.

19. El-Araby uses labels on pictures. Discuss the value of this.

20. Ask teachers to demonstrate, with two drawings, the contrasts between telling the time in English and Arabic.

21. Ask teachers to demonstrate a sequence of picture prompts for guided writing.

Using Blackboard Drawings. Shaw & De Vet.

22 to 28. The teachers should come with drawings, rather than notes; the emphasis of these questions is practical. You may wish to get them to discuss ways of displaying materials (see question 28). This may provide a good opportunity to review Module 3: Using the Blackboard. The handouts would be useful for this. Get chosen teachers to do some of their drawings on the board.

Visual Materials for the Language Teacher. Wright.

29. Dots and dashes or arrows are commonly used to represent stress and intonation. Get some teachers to demonstrate this and other ways on the board.

30. Tenses are often shown by use of arrows pointing backwards or forwards. Again a teacher's demonstration would be helpful.

31. Pictures or symbols can be offered as a multiple choice, or a true-false choice, for listening.

The Magazine Picture Library. McAlpin.
Look Here. Bowen.

32. We look for clarity and lack of ambiguity.

33. Allow teachers to suggest a workable system for classifying pictures for use in schools. Perhaps this is not possible in some schools? Could Training Centres help?

34. Could teachers be encouraged to make their own boards? Are they appropriate for Egyptian schools? Should we not have one in the Centre?

TRAINER GUIDANCE NOTES : VOCABULARY : WORKSHEET THREE

Teaching Vocabulary. Wallace.

1. Of the eight "things that can go wrong", the following are possibly the most common in schools:

   i) Inability to retrieve vocabulary that has been taught (memory).

   ii) Possessing the wrong vocabulary for expression of needs (caused by the text book).

   iii) Using vocabulary, apparently with understanding, but without being aware of the meaning (this is usually the teacher's fault).

   iv) The use of incorrect grammatical form, spelling or pronunciation (due to insufficient practice).

2. Content words carry messages (e.g. the words of a telegram). Structure words are grammatical (e.g. auxiliaries, determiners, etc.).

3. Many teachers try (with no possibility of success) to teach every word in the book to a level of production. Discuss the concept of "key vocabulary".

4. Presentation is not needed for every new word. Pupils can guess meanings if the textual context is good.

5. In the example "the scene is set" in the mother tongue. This is useful (and quick) as a device, but in later stages this can often be done in English (with a gloss?).

6. Ask a teacher to demonstrate, using the words "family", "food", "gun", "trees".

7. Ask teachers to explain, using the words: "excellent", "director", "pretty", "quickly". (N.B. this technique works most easily with adjectives and adverbs).

8. Ask for examples. Suffixes are common for reasons of grammatical change (e.g. "-ly" adverbs, "-er" professions, etc.).

9. Ask teachers to say how they introduce a game element into vocabulary practice.

10. Prepositional verbs are very common, e.g. "get up", "get on", "get down", "get away", etc. (all of which are separate verbs in most languages). They are not to be confused with verbs plus preposition. Prepositional verbs are semantic wholes. Each has to be taught and learned separately, unlike verbs plus preposition, where the meaning of the preposition is constant.

Activating Vocabulary. Fletcher and Hargreaves.

11. Almost all of the "labelling" exercises (from a given list of nouns) could be used in worksheet form. Many of the topic areas could be covered by wall-charts (facilitating review). Few, if any, could be done "on the board", but someone may imagine an original teacher-centred way of doing this. Focus discussion upon the techniques that they, themselves, could easily adopt in schools.

The English Teacher's Handbook. White.

12. Meaning (p. 30) can be conveyed by demonstration, definition, language context or translation.

13. There may be no exact equivalent.

14. Get teachers to explain how the language context can afford clues to meaning.

15. We can get them to use new words within substitution frames. Creating new sentences using the word enables learners to find out where a word may or may not be appropriate.

16. Get teachers to give examples, e.g. crop, cereal, corn; child, baby, baby boy; vehicle, car, Peugeot.

17. Get teachers to say how White recommends helping pupils to classify and learn vocabulary. Ask teachers how they themselves teach and facilitate the learning of vocabulary.

END OF MODULE

MODULE 48: WRITTEN ENGLISH

READING AND WRITING : WORKSHEET ONE

The English Teacher's Handbook. White.

1. What two stages of development are recognised by White?
2. What does he recommend as an initial practice?
3. What is the teacher's role in approaching a class text?
4. How can we do this? Which of the ways suggested could you use?
5. What stages does White recommend for dealing with a written text?
6. How do his stages compare with what you do in your own classes?

Teaching Written English. White.

7. Look at p. 26 f. Note down the ideas which could be used for writing in schools.
8. Could the "Ring-box-underline" approach (p. 35) be useful to you?
9. Produce a writing cue similar to that on p. 57. It should be based on your text-book and appropriate for your own classes.
10. How does White recommend that we use dictation? Note the recommended marking procedure for correcting written work. Write a short and simple version for your own use.

Teaching Writing Skills. Byrne.

11. Why do we teach writing? What four reasons are given by the author? Can you think of other reasons why? Can you think of any harm that may arise?
12. What is Byrne's attitude to correction of spelling mistakes?
13. Could you use his guided writing example (p. 45) in your own class?

Teaching English Writing. Pincas.

14. Refer to the schema on p. 77. Draw up a list of simple writing activities you could use. Look at chapters 6 and 7 for more ideas.
15. Consider translation as a technique. In what way can limited mother tongue cues be used to guide writing?

MODULE 48: WRITTEN ENGLISH

TEACHING AIDS : WORKSHEET TWO
(Part 1)

Planning and Using the Blackboard. Mugglestone.

1. Can you do anything to improve your own blackboards (p. 12)?
2. Do you have a regular layout?
3. How does the author represent time (p. 35 ff)?
4. How is the passive shown?
5. How can you show intonation and elision?
6. Look at the diagrams and pictures in the rest of the book. Look, too, at the book called "Using Blackboard Drawings". Make a note of any new ideas you can find for drawing or writing on the board. Be ready to demonstrate some ideas.

Look Here. Bowen.

7. What reasons does the writer give for using visual aids (p. 1)?
8. Look at the classifications for pictures (pp. 10-11). Which of these groups of pictures would be useful to you, in relation to your text-book?
9. Begin to look out for suitable pictures for your own collection. They can be stuck onto old pieces of card. Pictures need not all be the same size (see p. 6). How will you store them (p. 9)?
10. How could you store wall charts?
11. How can we store flashcards?
12. Look at the ideas for workcards. Describe any workcards which you have used or now intend to use.
13. Look at the structure charts (pp. 37, 39, 60). Which structure charts do you keep visible in your classrooms?

Visual Materials for the Language Teacher. Wright.

14. Look at the teaching of stress patterns through pictures (p. 9). Could you design pictures to show the difference between "My father's a farmer" (not my brother), and "My father's a farmer" (not a postman)?
15. Look at the picture story (p. 25). Prepare a story sequence that your pupils could draw and describe in the way shown.
16. Look at the tense diagrams (p. 50). Be ready to demonstrate.
17. Demonstrate "How much - how many?", using simple flashcards (p. 74).
18. Practise drawing faces and things (pp. 125-126).

TEACHING AIDS : WORKSHEET TWO
(Part 2)

Audio-Visual Aids for Teaching English. El-Araby.

19. What do you notice about the wall picture (p. 61)?
20. Note the author's remarks about teaching the time (pp. 63-64).
21. Think of a picture prompt to aid controlled writing (p. 128).

Using Blackboard Drawings. Shaw and De Vet.

22. Draw a two-dimensional picture and a three-dimensional picture of the same object.
23. Sketch some buildings commonly seen in Egypt. You may find it necessary to "label" some of them. Keep the sketches simple.
24. Draw some common forms of transport.
25. Draw some common household utensils.
26. Make some simple drawings to show the meaning of these prepositions:

- onto	- off	- next to	- between
- over	- under	- below	- through

27. Draw some common animals (see, too, p. 16 of Visual Materials for the Language Teacher by Wright).
28. Look at the last chapter for notes on how you can easily and cheaply display your materials.

Visual Materials for the Language Teacher. Wright.

29. How can we represent stress and intonation on the board?
30. How can we represent tenses on the board?
31. How can we use visuals to test listening comprehension?

The Magazine Picture Library. McAlpin.
Look Here. Bowen.

32. What is the key feature of a good picture?
33. Design a classification system for keeping pictures which would be useful in school.
34. How can we make a flannel graph and a magnet board? See, too, "Using the Magnet Board" by Byrne.

N.B. All of the drawings (questions 22-27) should be shown to the trainer.

MODULE 48: WRITTEN ENGLISH

VOCABULARY : WORKSHEET THREE

Teaching Vocabulary. Wallace

1. Look at the "things that can go wrong" in vocabulary learning and using. Which of the eight difficulties cause the main problems in your own classes? Which are not applicable?
2. What are content words? What are structure words?
3. What is receptive vocabulary? Do you yourself identify vocabulary that needs only recognition and teach towards it?
4. What do the remarks on "inferencing" (p. 31) tell you about teaching vocabulary?
5. What use is made of the mother tongue in presenting a new word (p. 36)?
6. Describe an "inference exercise" (p. 65).
7. What are synonyms and antonyms (chapter 5)?
8. What are prefixes and suffixes? Which (if any) occur in your text-book?
9. Which vocabulary games do you use? Be ready to demonstrate one.
10. What are "prepositional verbs"?

Activating Vocabulary. Fletcher and Hargreaves.

11. Adapt any of the ideas for use in schools. List the possible exercises in three groupings:
    1. Those done with no special aids
    2. Those requiring wall charts
    3. Those requiring work-sheets.

The English Teacher's Handbook. White.

12. How can we teach the meaning of new vocabulary?
13. What is one problem with using translation?
14. How does White suggest using the context?
15. How can we get students to use new vocabulary? Why should we?
16. Can you think of other groups of near synonyms which move from the general to the specific?
17. What activities are recommended for pupils, to help them learn vocabulary?

MODULE 49: SELF-IMPROVEMENT THREE : CLASSROOM PRACTICES

SESSION ONE or 30 minutes

Distribution of Worksheets

STUDY PERIOD : SELF ACCESS Fixed by Trainer

SESSION TWO or 4 hours

Follow-up :

- Discussions
- Demonstrations
- Peer-teaching

CONTENTS

Specific Notes for this module.

Trainer Guidance Notes. These enable the discussions to be led with confidence. They begin at page 1. Numbering of the notes matches the worksheets which follow.

Worksheets. There are three worksheets. Enough copies should be made to give one set to each teacher on the course. They should be returned to the trainer, for re-use.

SPECIFIC NOTES : CLASSROOM PRACTICES

There are three worksheets. In all there are 59 questions and the teachers have to refer to 5 books.

Worksheet One is concerned with the use of English for classroom management and regulation of behaviour. Teachers are required to demonstrate their ability to use English for such purposes.

The second worksheet is more theoretical. It begins by looking at Krashen's Acquisition Theory. Several unusual approaches to teaching foreign languages are also examined. The final questions are related to more traditional classroom practices.

The third worksheet deals with issues of testing in class. Teachers should discover some new test-types. As a result of the reading and follow-up demonstrations, they should feel competent to design and use a range of on-going classroom tests in their own classrooms.

Whilst examinations are not mentioned on the worksheet, the trainer may wish to add discussion of the present examinations in terms of the skills assessed and the skills not assessed. Teachers should be able to suggest practical improvements.

GENERAL NOTES

See "Self-Improvement One : Speaking and Listening" (47) for a detailed description of how to use these self-study modules.

TRAINER GUIDANCE NOTES : CLASSROOM MANAGEMENT : WORKSHEET ONE

Teaching English through English. Willis.

1. Marker words ('OK', 'Right', 'Now', 'Alright') show a transition from one activity to the next.

2. Check what English each teacher uses at the beginning of a lesson.

3. Ensure that teachers realise the importance of using authentic (task-based) English when possible. The spoken English should be natural, not slowed down.

4. Does the teacher have the language needed to call the register and exploit absences, returns, etc? Ask for a demonstration.

5. Ask the teachers to tell you how they could react to hot/noisy/dark/dirty conditions. How could they give orders politely to pupils?

6. Can teachers get pupils to clean all or part of the board, move a desk, get out materials, etc? (see pp. 28 and 29). Ask for a demonstration.

7. Can teachers introduce the Review Stage?

8. Can the teachers talk about the plan of the lesson to the pupils?

9. Can the teachers use the markers (above) to move to a new stage?

10. Ask a teacher to demonstrate the "chalk and talk" of drawing a picture, drawing attention to the main features, and of erasing the picture to move into the past tense.

11. Get teachers to demonstrate common gestures (see "Effective Repetition Drills"). Ask them to demonstrate back-chaining on any English phrase from their book.

12. Get the teachers to say how they could set up groups in their own classes.

13. Get teachers to say what interruptions they really get. What English could they use?

14. Can the teachers deal with indiscipline or inattention, in English?

15. Can the teachers end a lesson stage? Can they set homework?

16. Get teachers to give examples of indirect questions. How could they correct (at the practice stage)?

17. Can the teacher adapt a dialogue or set up a role play situation through English? Can the teacher promote discussion? Can he give rules for simple classroom games in English that are easily understood?

(Ensure that teachers have made notes of any English commands that they should be using)

TRAINER GUIDANCE NOTES : WORKSHEET TWO : LEARNING AND ACQUISITION

Principles and Practice in Second Language Acquisition. Krashen.

1. Krashen insists upon using language for real communications.

2. Krashen's ideal classroom would have lots of listening to interesting input which is understandable. There would be no forcing of production in the target language.

3. Acquisition is the "picking-up" of a language, through classroom listening and reading.

4. One-plus-One input is input which is pitched slightly above the learner's level of receptive competence - well above his productive level, of course.

5. A silent period occurs in natural ESL situations. Krashen argues for an extensive silent period in the early stages of language teaching/learning.

6. Fluency is a result of extensive reading and listening. It is not the result of practising modelled speech.

7. Krashen argues against sequencing. If learners meet enough varied texts, they will meet repeated examples of natural samples of the target structures. Teachers should select lesson content on the grounds of interest and comprehensibility.

8. In the Natural Approach:

   i) the teacher's role is to provide input;

   ii) the teacher uses the target language, pupils may use mother tongue if they wish; errors are not corrected;

   iii) formal study is done as homework and is corrected;

   iv) the content is semantic, students are encouraged to engage in real use of the language.

9. T.P.R. involves an extended silent period, with pupils obeying orders (to show comprehension) which become increasingly complex.

10. In four lessons, suggestopedia classes include:

   i) Review.

ii) Presentation - traditional explanations and translation.

iii) In relaxed and comfortable circumstances, the students listen to model readings of the new dialogue (Krashen fails to tell us that the students have an exact translation of the dialogue, to which they may refer as they wish). This is done in mother tongue as well as the target language. In this way the dialogue is heard and read often enough to be internalized.

iv) In the next lesson (Review, above) the students can adopt new roles and act out playlets, etc.

After a one-month course (about 100 hours), they can speak easily and read newspapers and books.

The English Teachers' Handbook. White.

11. Ask teachers to demonstrate the two types, working from any simple sentence, e.g. "Mary prepared the dinner".

12. Encourage discussion. There is no single correct answer. Perhaps a mixture of all three approaches might be suitable for Egyptian schools.

13. Ask teachers to say how they introduce any degree of reality into language exchange (see modules 37: Communicative Activities, and 43: Role Play).

14. Examples of authentic tasks from a text would be:

- Gist comprehension.
- Scanning for specific details.
- Reporting back (in Arabic) to someone who doesn't speak English.

Less authentic, but meaningful, would be role-adoption and "playing the parts".

15. White identifies developmental errors and errors arising from the teaching materials (analogy) or the teaching presentation. Can teachers give examples?

16. White has a tolerant attitude. Errors provide feedback for future teaching.

17. Get teachers to demonstrate some "focussed dictation" techniques.

TRAINER GUIDANCE NOTES : TESTING : WORKSHEET THREE

Testing English as a Foreign Language. Harris.

1-2. Ask teachers to discuss the advantages and disadvantages of the multiple-choice format.

3. Encoding is required for production, decoding for comprehension.

4. Ensure teachers understand the four skills in terms of production and reception.

5. A reliable test consistently gives the same results. A valid test measures what it sets out to assess. A test is not practical if it cannot be given in the classroom for reasons of cost, or any other reason.

6. The ability to distinguish between "similar" sounds, e.g. pit/peat/bit/beat, all of which may sound similar to Egyptians.

7. Listening can be tested by use of pictures or symbols.

8. Chapter 5 suggests several test types. Many of these measure reading comprehension (p. 52) as well as recognition of vocabulary. Can vocabulary be measured in isolation?

9. Harris separates pronunciation, grammar, vocabulary and fluency. He ignores the important communicative aspects such as message and appropriacy, both of which are stressed in more recent tests of speech.

10. Harris offers a correction formula (p. 128) and points out that there is a high guesswork element possible in choices of less than four items.

A Language Testing Handbook. Harrison.

11. There are tests of proficiency (general ability to use the language) and achievement (based upon the school syllabus only). Diagnostic tests set out to identify areas of weakness, for purposes of review, etc. Placement tests seek to sort subjects into groups which can easily work at the same level (see introduction and glossary).

12. A reliable test would give the same results if administered a second time to the same group under similar conditions; it would not fluctuate. A valid test measures what it sets out to measure, e.g. a written test can tell us nothing about oral proficiency. Practicality is to do with what is possible in the given circumstances (see chapter 3).

13. The format is the shape of the test; are the questions open-ended or is there a multiple-choice format? The rubric is the instructions to the tester and the testee (chapter 4 and glossary).

14. In essence, placement tests set out to check on the skills the person will need to participate in a course. The results are used to form homogeneous groups.

15. Scripted speech is semi-natural speech, produced by native speakers (usually) from "prompts". This is then used for listening comprehension by means of a tape recording.

16. A function gap (in a cloze test) requires a specific grammatical category. A semantic gap can be filled by any appropriate word of the same group (e.g. I came to work by bus - taxi, etc. or It was a beautiful - big, etc. tree).

17. The diagnostic tests referred to in this question are found near the end of chapter 5. Many of these could be adapted for use in schools. Get teachers to describe these.

18. An achievement test is based purely on what has been taught. Therefore, school examinations ought to reflect the stated objectives of the syllabus and should set out to assess and reward the communicative skills which ought to have been stressed in class. As far as is practical, all four skills should be rewarded.

19. A proficiency test measures the candidate's ability to use the language in a general way. It is not syllabus - specific. By the end of three years, our pupils ought to be able to cope with the unknown in reading and listening and should have developed strategies of communication.

20. Objective marking is applied to tests where there is only one possible answer (e.g. multiple choice). Subjective marking implies judgement on the part of the marker, for example in marking an open-ended question or essay.

21. Chapter 8 discusses several ways of marking dictation. A stress on error counting (as opposed to rewarding correct chunks of language) may be de-motivating.

22. Cloze is most easily marked by the "exact word" process (p. 114). This may not be the best way for schools, though.

23. The speaking tests shown (p. 98 ff) are not very appropriate, except for the "role play" (see Module 43: Role Play). A second way of testing speaking is suggested in Module 46: Classroom Tests.

24. Mean score = total of all scores divided by number of students who took the test.

25. Ask a teacher to demonstrate on the blackboard (p. 120). It would be most beneficial to extend this discussion by getting teachers to draw up a list of tests which they could now use in their classroom. The handout from Module 43: Classroom Tests might act as a focus for this discussion. Try to ensure that no single skill is either neglected or over-valued.

MODULE 49: CLASSROOM PRACTICES

CLASSROOM MANAGEMENT : WORKSHEET ONE

Teaching English through English. Willis.

1. In Unit 1, find the "marker" words. What is their function in a lesson?

2. Look at the different greetings. Which ones do you use? Can you see others of value?

3. In Unit 2, consider the questions on p. 13. Do you use such questions yourself?

4. Note, and learn, the language of calling a register.

5. Which of the samples on pp. 21-22 could you use?

6. Which of the requests or commands in Unit 4 could you use?

7. How can you introduce review (revision)?

8. Can you choose just one or two ways to talk about your lesson plan to the pupils?

9. Can you choose one or two ways to move to a new stage or activity?

10. In Unit 6, ensure that you can refer to visual aids, as in tables 5, 6, 7 and 8.

11. Look at p. 53, exercise 2. Can you gesture clearly? Can you back-chain?

12. Look at the way the teacher sets up group work (p. 56) Can you do the same in your classes? Check the language needed on p. 60.

13. Unit 10. How can you deal with interruptions?

14. Look through Unit 11, and note down two or three ways of dealing with indiscipline or inattention.

15. How can you end a lesson stage? How do you set homework in English?

16. Look at Unit 15. Can you ask indirect questions? Can you correct politely?

17. How can we get original oral work? Look at Unit 17 for some ideas.

Note: You may be asked to demonstrate any of the above uses of English for management.

MODULE 49: CLASSROOM PRACTICES

LEARNING AND ACQUISITION : WORKSHEET TWO

Principles and Practice in Second Language Acquisition. Krashen.

1. What is the most effective method of teaching languages, according to the author (p. 1)?
2. What are the implications of Krashen's belief in "acquisition" as the best approach (p. 1)?
3. What is the difference between acquisition and learning (p. 10 ff)?
4. What does Krashen mean by "1 + 1" input?
5. What is a "silent period"?
6. How do we acquire fluency (p. 60)?
7. What does Krashen say about grammatical sequencing?
8. Be ready to describe a "Natural Approach" classroom.
9. What is the Total Physical Response method?
10. Describe a typical Suggestopedia class. What claims are made as to the efficiency of this method?

The English Teachers' Handbook. White.

11. What is the difference between a substitution drill and a transformation drill?
12. If you were writing a new text book for schools, would you select the language by "grading", by "situation" or by "function"? Be ready to explain.
13. What is an "information gap"? Do you deliberately introduce these into your teaching? Are there other ways of making language work?
14. Do you use "authentic tasks" in conjunction with the texts? Be prepared to describe some.
15. What sort of errors does White identify? Give examples of each from your own classes.
16. What is White's attitude to error?
17. Be prepared to demonstrate one way of giving a dictation, from White's examples of "Focussed Dictation".

MODULE 49: CLASSROOM PRACTICES

TESTING : WORKSHEET THREE

Testing English as a Foreign Language. Harris.

1. What are the main advantages of a multiple-choice format? What is the "stem"? What is a "distractor"?
2. What are the main objections to this format? How realistic are such tests?
3. What is meant by "encoding" and "decoding"?
4. What are "the four skills"?
5. What is meant by "Reliability", "Validity" and "Practicality"?
6. What is "auditory comprehension"?
7. How can we test listening comprehension without using reading?
8. Which of the vocabulary tests might be used in schools?
9. What components of speech does the author assess? What does he not assess?
10. What does the author say about "guessing" in multiple-choice formats?

A Language Testing Handbook. Harrison.

11. What types of tests are there? What does each type measure?
12. What is meant by "Reliability", "Validity" and "Practicality" according to Harrison? (See, too, question 5 above.)
13. What is meant by "Format" and "Rubric"?
14. How are "Placement Tests" different from the other types?
15. What is "scripted speech"?
16. What is a cloze test? What is a "function gap"? What is a "semantic gap"?
17. Referring to the tests suitable for a diagnostic test battery, list those which could (with some adaptation) be used in schools. Be ready to demonstrate.
18. What is the purpose of an achievement test? What tests would best assess achievement in terms of schools? Are any valuable skills not assessed by your battery of tests?
19. What is a proficiency test? Ought we go give such tests at the end of the prep school stage? Which tests would be most suitable for this?
20. What is the difference between "objective" and "subjective" marking?
21. How can dictations be marked in a positive way?
22. How can we mark cloze tests easily?
23. Could we use speaking tests (see chapter 8) in our schools?
24. Looking at chapter 9, how do we calculate "mean scores"?
25. How can we register the scores in order to see the "distribution"?

MODULE 50: SELF IMPROVEMENT FOUR : PRINCIPLES & PRACTICES

SESSION ONE or 30 minutes

Distribution of Worksheets
Explanations

STUDY PERIOD : SELF ACCESS Fixed by Trainer

SESSION TWO or 4 hours

Follow-up:

- Discussions
- Demonstrations
- Peer-teaching

CONTENTS

Specific Notes for this module.

Teacher Guidance Notes. These enable the discussions to be led with confidence. They begin at page 1. Numbering of the notes matches the worksheets which follow.

Worksheets. There are three worksheets. Enough copies should be made to give one set to each teacher on the course. They should be returned to the trainer, for re-use.

SPECIFIC NOTES : PRINCIPLES & PRACTICES

There are three worksheets. In all, teachers have to refer to 5 books to answer the 50 questions. This module is very theoretical and should be used after the other three self-improvement modules.

Worksheet One deals largely with different methods of teaching and ways of defining a syllabus. The relationship between objectives, syllabus and approach are considered.

Worksheet Two examines various techniques and practices. Any of the good practices are appropriate to the local teaching situation.

Follow-up, unlike the other three self-improvement modules, does not require any form of demonstration. As a result, plenty of time is available for in-depth discussion, so that teachers may look back on their training and teaching, and relate their whole experience to underlying principles and theories of learning.

GENERAL NOTES

Advice on the use of all four self-improvement modules may be seen in the first of this series, "Self-Improvement One: Spoken English" (47).

TRAINER GUIDANCE NOTES: METHODS AND APPROACHES : WORKSHEET ONE

A Training Course for T.E.F.L. Hubbard et al.

1. i) The first teacher leads pupils to deduce the rule, she then gives prompted practice.

   ii) The second teacher does a mechanical substitution drill, with no real check on comprehension.

   iii) The third elicits some related vocabulary, before giving the examples. She then goes on to use the structure with real objects.

   iv) The fourth teacher elicits a lot of language and allows the pupils to feel secure within the topic vocabulary before exposing them to the structure.

2. Structural grading is the breaking-down of a language syllabus into small, sequential steps. It is not the only way (nor necessarily the best way) to classify learning goals into lesson-chunks.

3. Choose a teacher to explain the relationship between theory and practice (stimulus - response - reward or punishment).

4. Discuss techniques (teaching procedures), approaches (attitudes or philosophies) and methods (step-by-step recipes).

5. Get teachers to discuss the merits and weaknesses of each method.

6. Functions are what a structure does. Notions are concepts (e.g. Past Time, which embraces verb form, adverbs, hours, etc.). Discuss the values of such analyses with the teachers. Even if a traditional (structural) course is being followed, it is easier to give meaning to a production stage (or practice stage, in 'Welcome') activity by considering the function(s). Realistic review is more easily constructed too, with several related functions from different lessons being brought together.

Second Language Learning. Wilkins.

7. Grammar serves to convey meanings. We should not look at the form without reference to the meaning conveyed.

8. We must have clearly defined objectives. Encourage discussion of Egyptian objectives; what changes are needed? How would changes of objectives affect our materials, our teaching, our testing?

9. Get teachers to be self-critical of their own teaching, in relation to their cherished objectives.

10. Receptive skills go farther than the productive. Teaching should concentrate on developing receptive skills.

TRAINER GUIDANCE NOTES: TEACHING E.F.L. : WORKSHEET TWO

A Training Course for T.E.F.L. Hubbard et al.

1. Ask teachers to show their drill cues on the board and to demonstrate a pattern drill.

2. Get teachers to explain the classroom uses of specific and global questions.

3. We can get pupils to write answers. Alternatively, we can require a show of hands.

4. Long texts can be exploited by Q-A alone.

5. Get teachers to explain some good exploitation activities for a long text.

6. Ensure that teachers understand that children must also be trained to "guess" unknown words from linguistic context.

7. Can teachers explain the difference between intensive and extensive reading? Do they appreciate the value of the latter for their own on-going language improvement?

8. Do teachers understand the value of "grouping" letters by shape (e.g. n, h, m)?

9. Check how many teachers already use worksheets. Would they like a training session to be devoted to the sharing and writing of worksheets? (see Module 44: Making and Using Workcards.)

10. Get teachers to explain ways in which dictation should be used.

11. Ask teachers to explain the use of pictures with listening texts, in order to avoid reading.

12. Check which teachers use which songs and games (N.B. There are three modules to help them in this: 35: Songs and Rhymes, 22: Classroom Games, and 37: Communication Activities.)

13. Ask teachers to review the good points of using the board (see Module 3: Using the Blackboard).

14. Check which aids teachers already use. Which might they use in future (see Module 15: Making and Using Visual Aids)?

15. Errors may arise from:
   i) Arabic interference;
   ii) Development (e.g. "he flied" shows understanding of English "pastness");
   iii) The teaching materials (inadequate coverage).

16. Get discussion of appropriate correction strategies. Stress the need not to stifle pupils' attempts at creativity.

17. The form is the structure alone (e.g. I am, he is). The meaning may vary as a result of the context (e.g. "he's coming" could mean now or next week). The use relates to the purpose or the function of the structure, within the context (e.g. to offer, to suggest, etc).

18. Ask teachers to explain ways of analysing the situation of a dialogue.

19. Let teachers say how they can round off (p. 182-3) a lesson.

20. Do teachers understand the differences between free and controlled practice? Do they use both?

21. Message (focus) words are always stressed.

22. We can use gesture or represent stress on the blackboard.

23. Weak (reduced) forms occur in unstressed syllables (e.g. I was busy . . . . has weak forms for "was" and the "y" of "busy").

24. Ask a teacher to show how intonation can be taught.

TRAINER GUIDANCE NOTES: PRINCIPLES & PRACTICES : WORKSHEET THREE

Second Language Learning and Teaching. Wilkins.

1. The mother rewarded first ("That's right"), then repeated the corrected phrase. This technique is perfect for the production stage (called "practice stage", in 'Welcome'), where we do not want to discourage attempted communication.

2. Wilkins argues that the learner must be given a chance to use language, choosing freely between all forms of language learned. He is obviously arguing for a production (practice) stage which is very free and communicative.

3. Mistakes are part of the learning process, the pupils or teacher must not be obsessed with correctness.

4. Classes over 40 are too large for effective teaching; they should be split into groups. Ideal teaching cannot be realised with large classes.

5. Get teachers to suggest possible ways of improving their own conditions.

6. Get teachers to discuss the attitudes of pupils, parents, government, etc.

7. Get teachers to discuss whether more cultural content would be of value, in terms of interest (motivation), as well as education.

Communicative Language Teaching. Littlewood.

8. Ensure that teachers understand how one structure can have several functions, while one function may be expressed through many different structures.

9. Get teachers to describe some communicative activities possible for schools (see Module 37: Communication Activities).

10. Ask teachers to explain how they themselves use (or intend to use) English for "social purposes".

11. Ask teachers to demonstrate some listening activities.

12. Teachers act as helpers and organisers of learning - as well as being instructors.

13. Ask teachers to explain ways of creating a secure learning environment.

A Training Course for T.E.F.L. Hubbard et al.

14. Discuss the value of activities which engage the real interest of the learner and where language becomes a necessary tool (see Modules 37: Communication Activities, and 43: Role Play).

15. Get teachers to discuss ways of teaching pupils of all abilities.

16. Ask teachers to explain their approaches to planning and preparation (see Modules 8: Planning a Lesson, and 39: Teaching a Unit).

Communication in the Classroom. Johnson et al.

17. Promote discussion on the relative values of the four skills. Which are the least valuable in real-life terms? Which are neglected in current examinations? Should our ideas on the values of the four skills influence our teaching?

Should time remain, go through the whole training syllabus, level by level, with the teachers. List the titles (shown in the index to each level) and get teachers to up-date their own records of modules in which they have participated. They should also note modules which have not been covered. You may wish to arrange some further training, based upon the information gained in the process.

END OF MODULE

MODULE 50: PRINCIPLES AND PRACTICES

METHODS AND APPROACHES: WORKSHEET ONE

A Training Course for T.E.F.L. Hubbard et al.

1. Look at the four "fragments" (pp. 3-9). Which of these approaches might be best for prep schools? Would a combination of them be better? Be ready to describe each approach and to suggest a good presentation model for prep schools.

2. What is meant by "structural grading"?

3. Behaviourism underlies the audio-lingual method. Can you explain it?

4. What is the difference between a technique, an approach and a method?

5. Be ready to describe these methods:

   - Grammar-translation
   - Audio-Lingual
   - Eclectic.

6. What do you understand by "Functions and Notions"? What are the advantages of such a syllabus? (see, too, Communicative Language Teaching. Littlewood).

Second Language Learning. Wilkins.

7. What, in the author's opinion, is the function of grammar?

8. What is Wilkins' first principle of language teaching? What is your own? What do your pupils really need in English?

9. To what extent does your teaching reflect your own personal objectives (second principle)?

10. What does Wilkins say about production and reception?

MODULE 50: PRINCIPLES AND PRACTICES

TEACHING E.F.L. : WORKSHEET TWO

A Training Course for T.E.F.L. Hubbard et al.

1. Look at the drill cues (p. 20 ff). Could you design some similar cues? Do the task at the foot of p. 20.
2. Look at the questions which follow the Reading Comprehension. Do the activities (p. 42). What are global questions? What are specific questions?
3. How can we ensure 100% participation from pupils in a Q-A session (p. 43)?
4. How can the teacher most easily deal with a long text (p. 46-7)?
5. List the exploitation activities (p. 48-9) which you could use in class.
6. What are the arguments for and against the presentation of all new vocabulary (p. 55)?
7. What is extensive reading?
8. How can we introduce writing?
9. List any ideas (pp. 65-9) which you could use with worksheets.
10. How do the authors suggest that we use dictation?
11. How can we isolate the listening skill when practising?
12. What are the values of songs and games?
13. Do you use the blackboard well?
14. Read the chapter dealing with visual aids. Could you make more or better use of such aids?
15. What are the chief causes of error?
16. What are the traditional attitudes to error? What is (are) your own?
17. What do you understand by "form", "use", and "meaning" (p. 159) of a structure?
18. How can we analyse the "situation" (p. 175 ff)?
19. How can we "round off" the lesson?
20. What do you understand by "controlled practice" and "free practice"?
21. Which words are usually stressed in spoken English?
22. How can the teacher indicate stress?
23. What are "weak forms"?
24. What is intonation and how can it be taught? Be ready to demonstrate.

MODULE 50: PRINCIPLES AND PRACTICES

PRINCIPLES AND PRACTICES : WORKSHEET THREE

Second Language Learning and Teaching. Wilkins.

1. Look at the parent-child correction (p. 29). At what stage of the lesson would this type of correction be appropriate?
2. What does Wilkins say (p. 35) about the limitations of practice alone?
3. What does he say (p. 37) about mistakes?
4. What does Wilkins say about large classes (p. 45)?
5. Look at the list of physical problems (p. 46-7). How many of these (and others) apply to you? Could any be improved?
6. What are the attitudes (p. 45) to English in Egypt?
7. Look at Wilkins' arguments about "culture content" (p. 49). Would text-books be more motivating if they dealt more with British and American culture?

Communicative Language Teaching. Littlewood.

8. Be prepared to discuss the "structural" and "functional" views of language (p. 1).
9. Why should we use "communicative activities"? Be ready to describe some (chapters 3 and 4).
10. What can we learn from the chapter on "Social Interaction Activities"?
11. Be ready to describe one good listening activity from this book.
12. What is meant by a "teacher as facilitator" (p. 92)?
13. What can teachers do to reduce anxiety (p. 93)?

A Training Course for T.E.F.L. Hubbard et al.

14. How communicative is your approach (p. 247 ff)? Should you be more communicative?
15. Pick out two or three good ways of dealing with the less able pupil (p. 293 ff), and with the mixed-ability situation.
16. Look at the notes on lesson planning. How does your own planning process compare with this?

Communication in the Classroom. Johnson et al.

17. Read the chapters on the "four skills". Which of these skills ought we to cherish most? How can we develop the most useful skill(s)? How can we test each skill in a realistic way?